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National Defense University 1982-1983 Catalogue

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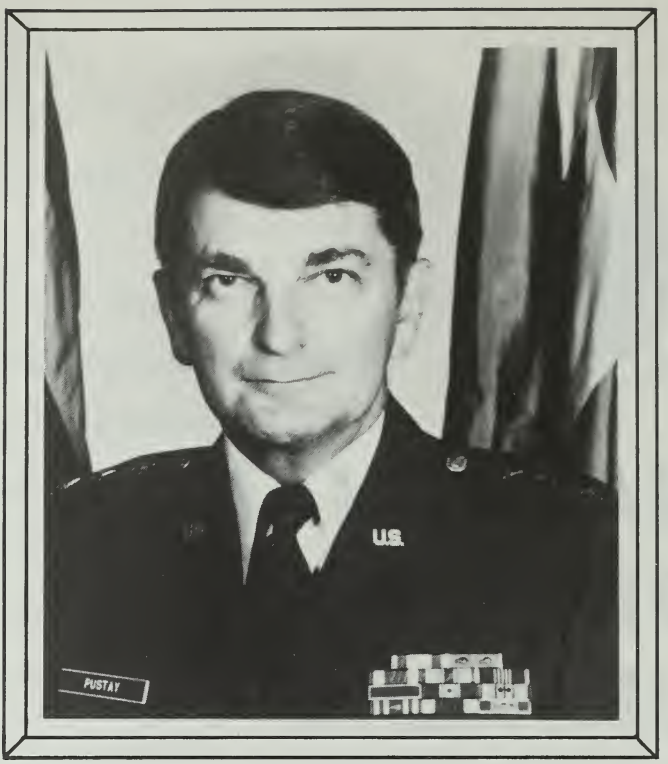
NATIONAL DEFENSE UNIVERSITY



THE PRESIDENT'S MESSAGE

As President of the National Defense University, I am delighted with this past year's accomplishments and look forward to meeting the challenges that lie ahead.

At the University this was a year of great challenge and significant change. We undertook many new initiatives built on the strong foundation erected by my predecessors. Our principal goal has been to educate our students in high quality programs which also permit the University to become the principal repository of expertise for the development of strategy and mobilization concepts. The curricula of the Industrial College of the Armed Forces, the National War College, and the Armed Forces Staff College and the structure of the University were changed to enable us to take the critical first steps toward this goal.

Increasingly, the Industrial College is becoming a center of excellence in mobilization preparedness and deployment

planning. Outstanding courses in management, defense economics, and procurement have been streamlined and all activities refocused to give primary emphasis to mobilization. The curriculum for the academic year 1982-1983 continues this momentum and gives further attention to mobilization throughout each academic phase.

At the National War College we have improved the study of national security policy formulation and are placing greater stress on studying deployment strategies and employment at the theater and global levels for joint and combined forces operations. The curriculum for this academic year continues these initiatives and reflects an increased emphasis on strategic analysis and the history of the art of war.

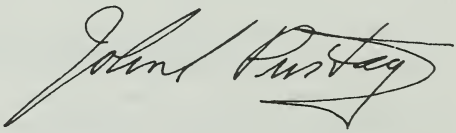
At the Armed Forces Staff College major changes have been undertaken in general professional development to provide an intellectually broadening experience to complement the College's traditional focus on the joint operations planning process. The curriculum for the academic year 1982-1983 continues these changes and places more emphasis on force development and operations, political and military gaming, effective communication, and group dynamics.

It is my assessment that our revised curricula and new directions will establish the University as a vital national asset because of our close focus on areas that are increasingly relevant to our current and emerging defense needs. To further the attainment of that objective we created three new Research Centers last year: the Strategic Concepts Development Center, examining concepts for warfighting at the theater and global levels and in doctrine for the employment of joint and combined forces; the Mobilization Concepts Development Center, emphasizing studies in industrial preparedness, military mobilization, and deployment planning; and the War Gaming and Simulation Center, intensifying the use of simulation and gaming to support educational and research objectives. The Centers are working closely with the Colleges and key organizations within the national security community in Washington and abroad in both individual and group research. They have already complemented the efforts of the Colleges and will serve to evoke even more innovative thinking and research at the University.

Another initiative that will come to fruition this academic year is the creation of the Institute of Higher Defense Studies (Capstone Course) for newly appointed flag and general

officers and ambassadors. We were directed by the Joint Chiefs of Staff to conduct a three-month pilot course beginning in late February 1983 for twenty newly selected general and flag officers and one newly designated ambassador. The course focus is principally on joint and combined matters with particular emphasis on strategy and operations at the theater level. Preliminary planning is also underway to implement a full scale program for about 150 newly selected flag and general officers with three-month programs being offered three times each year.

All of our initiatives have been guided by an educational philosophy that embodies a commitment to educational excellence in the study and research of national security with increased emphasis on joint and combined military operations. This commitment is being fulfilled through a program of study, research, and professional activities that emphasizes relevance, intellectual rigor, creativity, and expanded student involvement in the learning process. I believe this past year's activities have resulted in significant and enduring change which has moved the University to the forefront of institutions concerned with the development of strategic and mobilization concepts. We expect even more significant accomplishments in the coming academic year.



JOHN S. PUSTAY
Lieutenant General, USAF
President, National Defense
University

THE VICE PRESIDENT'S MESSAGE

An effective diplomacy must be a nation's first line of defense in the protection and furtherance of its national interests abroad. Foreign policy considerations are central to the formulation and implementation of national security policy.

In that sense, all of us, whether from the uniformed military Services or from government civilian agencies with representation in our missions abroad, are members of the larger foreign service of the United States. All of us are involved in what must be the fundamental task in the pursuit of our national security: that is, keeping the peace by means of skilled diplomacy backed up by an effective deterrent force.

It is in recognition of these facts that the Department of State has historically been an active participant in the work of the component Colleges of this University, both in their faculties and in their student bodies. Reflecting that same appreciation of the impact on national security issues of diplomacy and foreign policy considerations, the offices of Vice President of the University and of International Affairs Advisers at each of its component Colleges are held by senior Foreign Service Officers. We are proud to have this opportunity to work with our colleagues in the military Services in the furtherance of United States interests abroad.

LOWELL BRUCE LAINGEN
Ambassador, Department of State
Vice President

President Gerald R. Ford dedicating National Defense University
18 January 1977

HISTORY

The Joint Chiefs of Staff established the National Defense University (NDU) in response to the recommendation of the Department of Defense Committee on Excellence in Education that a consolidation of resources would promote learning and efficiency. On 18 January 1977 President Gerald Ford marked the inauguration of the University, which actually began on 16 January 1976 when the Industrial College of the Armed Forces (ICAF) and the National War College (NWC) joined together. A third primary element, the Armed Forces Staff College (AFSC), located in Norfolk, Virginia, joined the senior service schools in August 1981 and the Department of Defense Computer Institute, located at the Washington Navy Yard, joined the University one year later.

Under the direction of Vice Admiral M. G. Bayne, USN, the first NDU President, the support assets of both the Industrial College and the National War College were organized into four independent directorates. Areas of redundancy were eliminated, leaving a streamlined organization that used resources more efficiently and enrolled more students without additional cost. The concept promoted constructive dialogue between the NWC and ICAF faculties and students and enhanced the sharing of facilities.

During the term of Lieutenant General R. G. Gard, Jr., USA, who was President from 1 February 1977 to 15 July 1981, the University doubled the number of elective courses, improved its faculty credentials, established the Office of Dean of Faculty and Academic Programs in each college, organized an Executive Development Office, and expanded its research programs.

Lieutenant General John S. Pustay, USAF, became President on 15 July 1981. Under his direction and building on the firm foundation of his predecessors, the University has created three new Research Centers and the Institute of Higher Defense Studies in support of its mission of education and reseach in national security.

MISSION

The mission of the National Defense University is to ensure excellence in professional military education and research in the essential elements of national security.

Specifically, the National Defense University is tasked:

— To prepare selected commissioned officers and civilian officials from the Department of Defense, Department of State, and other agencies of government for command, management, and staff responsibilities in a multinational, intergovernmental, or joint national security setting. The curricula of the two senior Colleges emphasize national security policy formulation, military strategy development, mobilization, management of resources for national security, and planning for joint and combined operations. The Armed Forces Staff College curriculum is designed to prepare officers for joint and combined staff duty. In addition to mission specific education the Colleges emphasize developing executive skills and improving competencies.

— To ensure continuing excellence in professional military education in the field of national security by providing a range of short programs, including correspondence courses, focusing on joint matters for study by selected commissioned officers and government officials from all Services, selected agencies of the U.S. Government, and friendly nations.

— To promote excellence in information resources management (IRM) education for senior and intermediate level executive users of information systems.

— To provide through two Research Centers and the War Gaming and Simulation Center a resource of expertise for the benefit of the Secretary of Defense, the Joint Chiefs of Staff, the component Colleges of the National Defense University, and other Federal departments and agencies involved in national security.

— To conduct short and long range studies of national security policy, military strategy, the allocation and management of resources for national security, and civil-military affairs. Associated research is centered on College missions and is relevant to JCS and OSD study requirements. A major goal of University research is to create a national repository of

Hill Conference Center, Theodore Roosevelt Hall

expertise on mobilization, military strategy, and joint/combined operations subjects.

— To promote understanding and teamwork among the Armed Forces and between them and those agencies of the government and industry that contribute to national security.

BOARD OF VISITORS

The Board of Visitors is a professional advisory body—a working rather than an honorary group—of distinguished civilian and military members, whose functional and professional expertise spans the mission-specific curricula of the University's colleges. The Board meets at least once each year and provides written observations and recommendations on matters relating to the successful accomplishment of the mission assigned to the University.

The NDU President serves as executive agent for the Joint Chiefs of Staff in coordinating the advisory functions of the board.

National Defense University Panel, 1982

Mr. William K. Brehm, Chairman of the Board for Systems Research and Applications Corporation.

General Leonard E. Chapman, USMC (Ret.), Former Commandant, U.S. Marine Corps.

Honorable Joan M. Clark, Director General of Foreign Service, Department of State.

General William DePuy, USA (Ret.), Former Commanding General, United States Army Training and Doctrine Command.

General Russell E. Dougherty, USAF (Ret.), Former Commander in Chief, Strategic Air Command.

Honorable Lincoln Gordon, Consultant, Former Ambassador to Brazil.

Dr. Samuel P. Huntington, Director of the Center for International Affairs, Harvard University.

General Walter T. Kerwin, Jr., USA (Ret.), Former Vice Chief of Staff, U.S. Army.

Admiral Isaac C. Kidd, Jr., USN (Ret.), Former Commander in Chief, Atlantic, Atlantic Fleet, and Supreme Allied Commander Atlantic.

Honorable Lawrence J. Korb, Assistant Secretary of Defense (MRA&L).

Honorable Jack B. Kubisch, Former Ambassador to Greece.

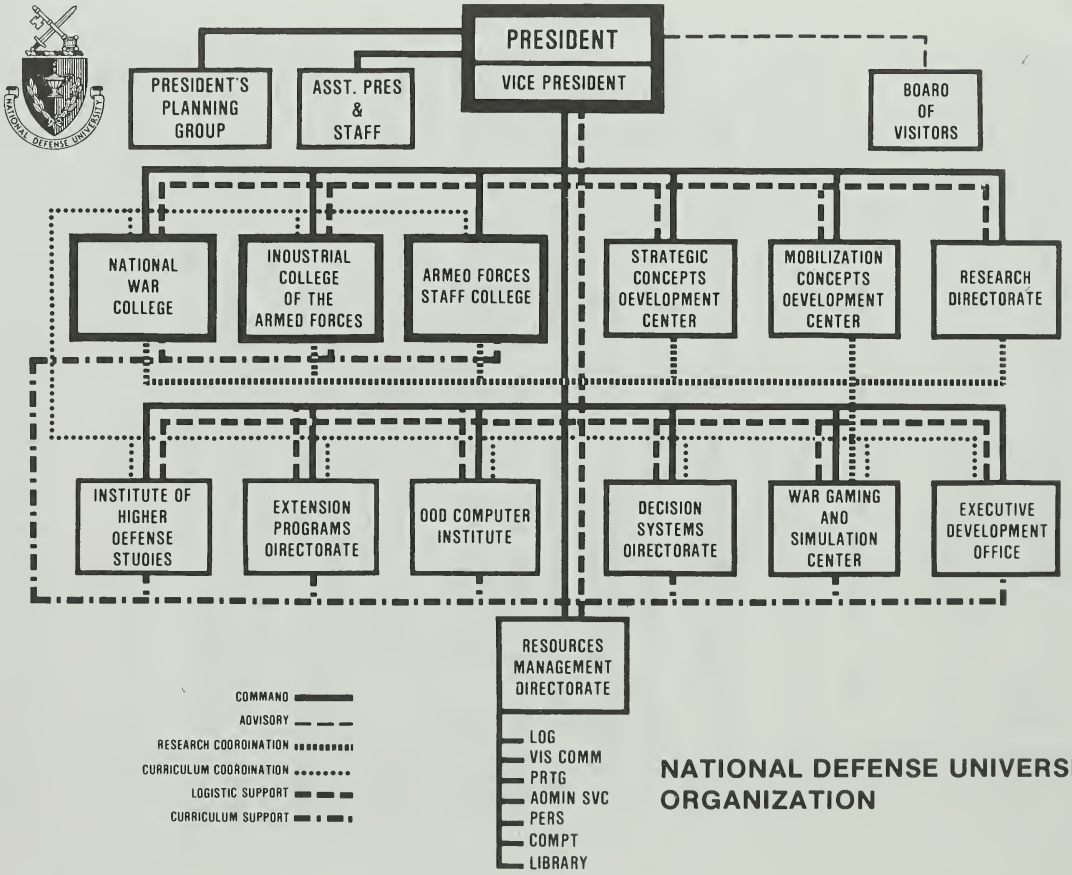
Brigadier General Robert F. McDermott, USAF (Ret.), President, United Services Automobile Association.

Dr. George W. McKinney, Jr., Chair, Virginia Bankers Association, Professor of Bank Management, University of Virginia.

Honorable Elmer B. Staats, Former Comptroller General of the United States.

NATIONAL DEFENSE UNIVERSITY FOUNDATION

The National Defense University Foundation was officially incorporated in the District of Columbia in July 1982. The Foundation is constituted for charitable and educational purposes to encourage support and to further the educational and professional goals and traditions of the National Defense University. Membership in the Foundation is open to individuals, corporations, and other organizations interested in the objectives of the Foundation. The board may establish classes of members, such as associate, contributing, sustaining, life, corporate, graduate, and honorary members. The foundation will support educational conferences and lectures; fellowships and professorships; research, writing, and academic awards; faculty and student publications; student athletic programs; receptions and end-of-year functions; and faculty enrichment.



NATIONAL DEFENSE UNIVERSITY ORGANIZATION

ORGANIZATION

The President of the University is a Lieutenant General or Vice Admiral chosen on a rotating basis from one of the military departments; the Vice President is a senior Foreign Service Officer appointed by the Department of State. There are four Directors who report to the President and who provide academic and logistic support to the colleges: Decision Systems, Extension Programs, Research, and Resources Management. The Directors of the Strategic Concepts Development Center, Mobilization Concepts Development Center, War Gaming and Simulation Center, and the Department of Defense Computer Institute also report directly to the President. The President's office consists of an Executive Officer, an Assistant to the President, the special assistants of the President's Planning Group, a Public Affairs Officer, and an Executive Development Office.

The President's staff includes professionals with a combination of educational and military experience that enables them to assess ongoing academic programs, to interact with key Joint Chiefs of Staff and Department of Defense officials, to maintain liaison with the Service headquarters and other government agencies' staffs, and to work closely with civilian academic institutions.

The college Commandants report directly to the University President who provides them with policy guidance and direction. The Commandants have principal responsibility for curriculum development, student activities, faculty management, and other matters of internal administration. College organization is more fully described in later sections.

The college faculties represent a wide range of disciplines and combine the diversified experience and technical expertise of the military profession with the disciplinary training and specialization of civilian education. More than half of the faculty members are military officers, divided almost equally among the Services. Their credentials reflect specialties relevant to the curricula of the Colleges and they have outstanding records and requisite graduate education. The military faculty represents considerable military service in both operational and staff assignments. The civilian faculty members are senior officials on loan from parent agencies, such as the State Department and International Communication Agency. Others are eminently qualified professors recruited from the academic community. Together they represent a rich and varied experience which reflects a distinguished background in the Nation's service and outstanding academic credentials.

EXECUTIVE DEVELOPMENT OFFICE

The Executive Development Office advises the President and helps the college faculties to use educational technology effectively and to develop teaching skills appropriate for professional education. It conducts an assessment program that provides private feedback to students concerning strengths and weaknesses in selected academic areas, behavioral styles, and personal health and fitness. The office helps design and conduct academic programs dealing with ethics and interpersonal and organizational behavior in executive skill development. It also conducts elective courses in executive writing, health and fitness, and developing executive potential, plus voluntary noncredit programs in effective listening, speed reading, managing stress, and career planning and enrichment.

EXTENSION PROGRAMS DIRECTORATE

The Extension Programs Directorate provides educational opportunities for the nonresident defense community by a correspondence course, off-campus seminars, and regional symposia. It produces the National Security Management Course and administers the course both by correspondence and in seminars for senior Regular, Reserve, and National Guard officers on active or inactive duty, as well as U.S. Government officials, eligible civilians, and selected foreign military officers.

Material for the correspondence program reflects the curricula of both the Industrial College and the National War College and provides a broad understanding of national security policy formulation, strategy, mobilization, and the management of national resources. Its authors or competent experts outside the staff prepare textbooks and other instructional materials while editors assure consistency of style and relevance of content. The division establishes student criteria, prepares examinations, and counsels students.

The Operations and Support Division screens and enrolls applicants, ships instructional materials, responds to inquiries, records evaluation scores, and awards diplomas.

Extension Programs officers direct a two-week Reserve Component National Security Course three times a year at sites throughout the country, as nominated by the Services. Faculty from the National War College and the Industrial College of the

Armed Forces furnish lectures, issues, examinations, and panels consistent with course objectives. Each course has a capacity of 200-300 officers, made up of senior Reserve Component officers (ranks 05-08) selected by all of the Services.

Reserve Advisers from the Army, Navy, and Air Force furnish counsel and information on Reserve Component matters to the President, Commandants, faculty, and students.

The directorate also plans and conducts two symposia annually. The NATO Symposium draws together over 200 participants from the Alliance senior military institutes, Allied commands, U.S. Government agencies, diplomatic missions, NATO Defense College, and the National Defense University. Distinguished speakers discuss a theme of common interest; subtopics are then discussed in seminar format. The Pacific Symposium provides a forum for over 100 high-level representatives from Pacific nations to discuss candidly and openly their concerns about the changing strategic and economic environment in the Pacific and Indian Ocean area. Multiple topics, central to a theme, are presented by noted speakers and later discussed in organized panel sessions.

DECISION SYSTEMS DIRECTORATE

The Decision Systems Directorate is responsible for quantitative instruction, computer support, and systems analysis support to the National Defense University. The directorate designs and conducts quantitative foundation, automatic data processing, and a series of advanced elective courses in systems analysis and decision aids for national security policy formulation. These courses, which are attended by students of both of the senior Colleges, provide instruction in the uses and limitations of quantitative approaches, statistical tools, and the range of techniques and applications currently in use in the defense and other government sectors.

The directorate provides increasingly extensive simulation and gaming support to both senior Colleges and the Armed Forces Staff College. It also manages computer simulation and gaming exercises which provide the students experiences in areas such as the weapons systems acquisition process, force planning and budgeting, manpower mobilization, and global theater and war games.

The staff additionally offers inhouse consulting in quantitative analysis and decision support systems to NDU students, faculty, and staff, and furnishes computer system support for administrative requirements.

RESEARCH DIRECTORATE

The Research Directorate supports independent studies relating to national security policy formulation, national and military strategy, the allocation and management of resources for national security, and civil-military affairs. The directorate develops individual and group studies for consideration by decisionmakers at high levels of Government. It also directs research products toward a broader constituency through publication and distribution.

Researchers fall into several categories. Senior Fellows are selected military and government scholars who engage in full-time research, generally on a post-doctoral level. A few Associate Fellows are selected from the colleges' student bodies to pursue research as an alternative experience to portions of their curricula. Adjunct, Faculty, Visiting, and International Fellows undertake specialized research under NDU auspices.

The directorate staff includes editorial, administrative, and word processing specialists who assist in topic development, manuscript editing, and administrative processing in preparation for publication.

The National Security Affairs Institute (NSAI), a collateral function of the Research Directorate, provides a forum in which national security policymakers can share in the perspectives of distinguished scholars, defense managers, business leaders, executive and legislative branch representatives, and other prominent citizens who articulate their views on security-related issues. Institute objectives include developing policy recommendations for presentation to defense executives and disseminating the participants' viewpoints to the community at large.

The institute conducts periodic conferences and seminars which address current national security affairs, culminating in the annual National Security Affairs Conference. Over the years, these meetings have focused the views of a broad

spectrum of nationally prominent people on significant security issues.

The NDU Press is the publication arm of the Research Directorate and the National Security Affairs Institute. The press publishes the products of individual research efforts as well as conférence and seminar deliberations. These products include books, essays, monographs, issue papers, and formal proceedings of NSAI conferences. The NDU Press also publishes studies in cooperation with commercial publishing houses.

RESOURCES MANAGEMENT DIRECTORATE

The mission of the Resources Management Directorate is to support the University in the areas of library services, logistics, general administrative and personnel requirements, budget, manpower management, travel, visual communications, and printing. This includes monitoring the accomplishment of functions performed by its five divisions: Library, Logistics, Administrative and Personnel Services, Comptroller, and Visual Communications and Printing.

The Library Division is responsible for assembling, organizing, preserving, and servicing an array of information resources in the fields of defense management, mobilization, national security policy formulation, and strategy sufficient to meet the needs of the faculty, staff, and students. The functions of the Library Division and its facilities are more fully described in a later section.

The Logistics Division is responsible for general facilities management, overall supply, and all procurement functions.

The Administrative and Personnel Services Division is responsible for providing those administrative and personnel functions not available within the Colleges or other offices of the University.

The Comptroller Division is responsible for the overall management of the financial affairs of the University. The Program and Budget Branch oversees the development of budget estimates, and the administration and execution of the Approved Operating Budgets of the Colleges and Research Centers. The Management/Manpower Branch is responsible for the Internal Review Program, Manpower Management, and

Joint Manpower Program requirements of the University. The Travel Services Branch coordinates travel and transportation requirements of University faculty, staff, and students including ticketing, passports, and VISA requirements.

The Visual Communications and Printing Division is responsible for the preparation of all visual, graphic, and printed material in support of the University.

MOBILIZATION CONCEPTS DEVELOPMENT CENTER

The Mobilization Concepts Development Center is a research and policy development organization under the direction of the President of the University. Established by the Secretary of Defense and the Joint Chiefs of Staff, the Center, which began operating in April 1982, is designed to provide an intellectual and analytic resource on mobilization and deployment issues to the Secretary and Deputy Secretary of Defense, the Chairman of the Joint Chiefs of Staff, the Services, and other executive branch departments and agencies. As another principal mission, the Center's capabilities in all facets of mobilization, deployment, and industrial preparedness are used to assist in faculty development and curriculum enrichment at the Industrial College of the Armed Forces. A unique function of the Center is to provide a forum for an effective dialogue between government leaders and industrial counterparts on issues related to improving industrial preparedness planning, mobilization planning, policy formulation, and incentives for improved industrial responsiveness.

The Center's staff is composed of full-time senior research fellows: five civilians and three active military. The staff is structured to provide a mix of experienced academics and practitioners capable of providing the Center a full range of intellectual and experiential skills in all areas of mobilization and deployment. Located within the academic environment of the National Defense University and utilizing the diverse backgrounds of its staff, the Center will be able to provide balanced views on issues, enhancing the quality of its research and bringing new realism to industrial preparedness planning and potential conversion of industrial resources for emergency preparedness.

The Center also provides a unique national repository of specialized mobilization materials such as historical documents, analytical studies, contemporary policy papers,

and research reports. This repository serves the University and also provides a resource for mobilization researchers from throughout the Government and academia.

Collocated with the Industrial College of the Armed Forces in Eisenhower Hall, the Center interacts with the faculty and the student body in its mobilization research, thereby advancing the state-of-the-art while concurrently educating future leaders in the importance of mobilization capability to national security.

STRATEGIC CONCEPTS DEVELOPMENT CENTER

The Strategic Concepts Development Center began operating in December 1981. Established by the Secretary of Defense and the Joint Chiefs of Staff, the Center operates under the jurisdiction of the President of the University. It is located in Theodore Roosevelt Hall together with the National War College.

The Center produces independent policy reviews, develops new concepts, and initiates long-term planning for the Secretary of Defense, the Deputy Secretary of Defense, and the Chairman of the Joint Chiefs of Staff. Its analyses focus on joint and combined strategy, force structure design, and alternative employment options. Another principal function of the Center is to conduct research in support of the National War College's mission.

The Center is staffed by full-time and part-time senior research fellows, nominated by the constituent colleges, the Services, the Department of Defense, and other agencies concerned with strategy. Final nominees are selected by the Director of the Center and the President, and are approved by the Secretary of Defense. There are eight full-time senior fellows at the Center: four civilians and one active duty officer from each of the four Services.

The Center's staff is designed as a small, high-level think tank and is composed of creative thinkers not identified with any particular school of thought. They are tasked to challenge existing concepts, provide creative alternatives, and apply intellectual rigor to issues of policy and strategy. They serve at the pleasure of the Secretary of Defense under limited term appointments.

WAR GAMING AND SIMULATION CENTER

The War Gaming and Simulation Center, also under the direction of the President, is a dynamic research and education support group providing joint war gaming and simulation support to the University and its components. It fulfills a wide range of requirements of consultation, development and operation of war games, and simulations.

The Center is staffed by a mix of specialists in international relations, operations research, and computer applications who have a wide range of experience in war gaming and simulation. Members of the Center consult regularly with the offices of the Joint Chiefs of Staff, the Secretary of Defense, and other national agencies to develop joint war games, politico-military simulations, and models of mobilization, deployment planning, and global and theater-level operations.

The capabilities provided by the Center substantially enhance the creative potential and effectiveness of both the Strategic and the Mobilization Concepts Development Centers and provide University students unparalleled opportunities for participation in active, innovative learning processes.

DEPARTMENT OF DEFENSE COMPUTER INSTITUTE

Incorporated into the National Defense University in August 1982, the Department of Defense Computer Institute (DODCI) provides education in information resources management for senior and intermediate level executive users of information systems in the Defense Department. In addition it provides consulting services to DOD information users and also conducts research in information technology to improve policy, information resources management, and utilization of resources for mobilization or in peacetime environments. It serves as a focal point for education and research in information resources management.

The Department of Defense Computer Institute is located at the Washington Navy Yard. The DODCI Director is responsible for establishing policy and directing accomplishment of the DODCI mission. The Director of Education supervises the Computer Science Department, Information Resources Protection Department, Information Resources Management Department, the Computer Center, and the ADP Resource Management Office. The Director of Administration provides support functions for the Institute, including library services.

STUDENT PROFILE

The National Defense University draws its student body from the Department of Defense, the Department of State, and other government agencies. Students are upper mid-level careerists carefully screened by their own agencies for potential to move up to positions of high responsibility in the government. At the senior college level, the Industrial College of the Armed Forces and National War College enroll 210 and 160 students respectively, while the intermediate level Armed Forces Staff College enrolls 280 twice yearly.

At the Industrial College of the Armed Forces and National War College, a representative civilian student might be a Foreign Service Officer from the Department of State who holds a grade of FO-1, has served abroad in at least four posts (most recently as a counselor for administration), has occupied staff positions in one of the bureaus at the State Department for some eight years, converses in two foreign languages, and has had eighteen years' experience in government.

Similarly, a typical military student could be a senior lieutenant colonel with twenty years' service including three tours in combat units, a command of a battalion or squadron, three tours as a staff officer, and some graduate education.

The average profile of the ICAF and NWC classes shows a 42-year old who has had some seventeen years of formal education. Twenty-three percent are grade 0-6 or FO-1, while the remainder are 0-5 or FO-2 equivalents. In addition to 18 students from the State Department and 307 from DOD, some 27 students are from other agencies and departments, including AID, CIA, Commerce, Energy, FEMA, GAO, GSA, ICA, Justice, Labor, Library of Congress, NASA, NSA, Treasury, and Transportation. Sixteen members of the National Guard or Reserve also attend ICAF and NWC. Fourteen of the students are women. Three out of four students hold advanced degrees.

An average profile of the classes at the Armed Forces Staff College shows a 36-year-old officer with thirteen years of active service. Allied officers from the United Kingdom, Canada, the Federal Republic of Germany, France, Australia, New Zealand, and Japan will attend the college during the 1982-1983 academic year. Additional diversity in the class composition stems from the policy of including civilian representatives of DOD agencies. Two out of three students hold advanced degrees.

Baruch Auditorium, Eisenhower Hall

This mix of experience, viewpoint, and outlook is essential in producing a dynamic educational environment since the agencies sponsoring these students assign them upon graduation to posts and responsibilities calling for both a broad and deep exposure to national-level concerns and processes.

THE ROLE OF THE DEPARTMENT OF STATE

Because foreign policy considerations play a central role in the formulation and implementation of national security policy, the Department of State has traditionally been a major participant in the work of the University and its constituent Colleges. Since the National Defense University was founded in 1976, the position of Vice President has been held by a Foreign Service Officer of ambassadorial rank. Some 20 State Department members have graduated annually from the component Colleges in recent years. Senior State Department or Foreign Service personnel act frequently as visiting lecturers in both the core curriculum and elective programs.

The Department of State participated in shaping the National War College program in 1946 when the College was founded, with the Honorable George Kennan becoming its first Deputy Commandant for Foreign Affairs, succeeded by other senior Foreign Service Officers of ambassadorial rank in that position. Currently a Foreign Service Officer of the rank of Minister Counselor serves as International Affairs Adviser to the Commandant. There were 10 Foreign Service Officers in the first class at the National War College. The graduating class of 1982 included 16 State Department personnel.

The Industrial College of the Armed Forces has also had a long-standing association with the Department of State. Since 1959 a senior Foreign Service Officer has served as International Affairs Adviser to the Commandant. This position is currently held by an officer of ambassadorial rank. There were five State Department officers in the class of 1982.

Like the other two Colleges, the Armed Forces Staff College has maintained a long association with the Department of State, with a senior Foreign Service Officer serving as the political adviser to the Commandant and providing advice and information on the Department of State, international affairs, and U.S. foreign policy.

LECTURE SERIES

Distinguished visitors provide a vital part of the academic program. Members of business, industry, government, and other educational institutions speak to students formally and also join in discussion groups on a variety of topics which cross the full spectrum of the curricula.

Additionally, the National Defense University sponsors a lecture program which brings cabinet members, such as the Secretary of Defense, and the Service Chiefs before the combined students of the Industrial College of the Armed Forces and the National War College. An extensive guest speaker program of more than 45 distinguished lecturers supports the Armed Forces Staff College curriculum. These visiting lecturers and guest speakers provide the students a world perspective based on both experience and knowledge.

INDUSTRIAL COLLEGE OF THE ARMED FORCES

Dwight D. Eisenhower Hall at Fort Lesley J. McNair

THE COMMANDANT'S MESSAGE

Selection to a senior service college is not a reward for past "good and faithful" service, but rather recognition of future potential for continued professional development and higher service. Students selected to attend the Industrial College of the Armed Forces have been identified as individuals who possess the potential to carry out the responsibilities of command or senior management in the upper levels of the national security structure. They are mature, intelligent, ambitious, energetic, and dedicated to a career of service to their country.

The Industrial College's task is to prepare these students to perform more effectively as they proceed up the ladder of responsibility. This is accomplished by means of a rigorous program of instruction which emphasizes the principles of mobilization for war and industrial preparedness planning. The

curriculum includes classroom work, seminars, computer-assisted simulated exercises, and a domestic and foreign field studies program wherein the students visit manufacturing plants, government agencies, and military headquarters and facilities. The student also has the opportunity to hear from a host of prominent guest speakers from government, the military Services, business, and academia. As an integral part of the National Defense University, the Industrial College benefits from the symbiotic relationship between the member Colleges and the University's three centers.

Our Nation's security needs will not diminish in years to come nor will our resource allocation decisions grow less difficult, but there will be change. The Industrial College provides an opportunity for its students to understand the factors that have major influence on our national security posture and to acquire the skills to implement this change. The ability to guide these forces of change is an indispensable quality for the truly professional public servant.

RONALD E. NARMI
Rear Admiral, USN
Commandant

HISTORY

The origins of the Industrial College of the Armed Forces date back half a century to the War Department's reorganization following World War I. The country's experience of industrial mobilization during that conflict revealed inadequacies in both organization and prewar planning for all-out war with twentieth century technology. It was apparent that effective prosecution of such a conflict in the future would require a carefully organized and planned mobilization of the Nation's total economic capabilities. Provisions for such planning were incorporated in the National Defense Act of 4 June 1920 and, under the guidance of noted industrialist Bernard M. Baruch and Assistant Secretary of War Dwight F. Davis, the first steps were taken to educate military officers in the techniques of industrial mobilization. This education initially took place at the Army Industrial College, the predecessor of the ICAF organization. Between 1924 and 1945 the College curriculum reflected developments in mobilization policies and procedures.

Academic activities were suspended during most of World War II. The academic program resumed in January 1946, and shortly thereafter the College was renamed the Industrial College of the Armed Forces in recognition of its interservice character. The Industrial College was formally designated a senior joint military educational institution in 1948 and began operations under the Joint Chiefs of Staff.

The College moved from temporary quarters to its present location at Fort McNair in 1960. The building was officially dedicated on 6 September 1960 by President Dwight D. Eisenhower, a graduate of the Class of 1933.

The educational program has continued to evolve in response to changing requirements and defense policies. Amendments to the College Charter in 1962 emphasized "management of resources under all conditions" as a major theme of the educational mission. A new charter was issued in 1976 in conjunction with the establishment of the National Defense University in which the College's unique focus on national security resource management was reaffirmed. Beginning with academic year 1979-1980, a comprehensive development program was initiated systematically broadening the curriculum to include greater coverage of mobilization and emergency preparedness planning. The common thread running through the entire program is mobilization resource

UNITED
STATES ARMY
173
"OUR LIBERTIES REST WITH OUR PEOPLE
THE NATION'S SPIRITUAL, POLITICAL, MILITARY, AND ECONOMIC REALITIES
THE INDUSTRIAL COLLEGE OF THE ARMED FORCES TO DEVELOP
SUCH UNDERSTANDING AMONG OUR PEOPLE AND THEIR MILITARY
AND CIVILIAN LEADERS"
DWIGHT D. EISENHOWER
PRESIDENT OF THE UNITED STATES
OF AMERICA
DEDICATION OF THE ACADEMIC
THE INDUSTRIAL COLLEGE OF THE

Foyer, Dwight D. Eisenhower Hall

management for national security, with particular emphasis on mobilization and emergency preparedness. A major result of this effort has been the establishment of the Industrial College as a national center of expertise in the field of mobilization preparedness planning and management.

MISSION

The mission of the Industrial College of the Armed Forces is to conduct senior level courses and associated research in mobilization and in the management of resources in support of national security in order to enhance the competencies of selected military officers and senior career civilian officials for positions of high trust in the Federal Government.

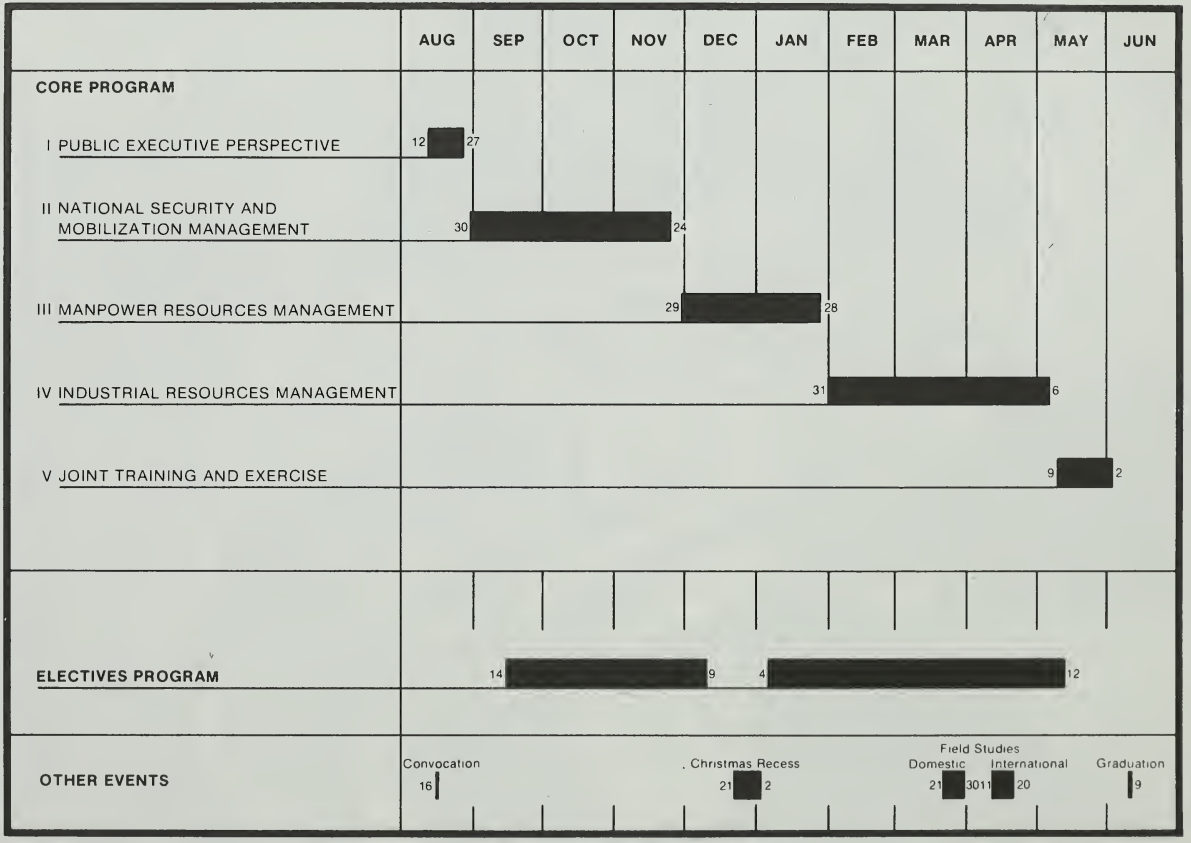
ORGANIZATION

The Commandant of the Industrial College of the Armed Forces is a general or flag officer. He is appointed by the Joint Chiefs of Staff, and he is responsible to the President, National Defense University. He is assisted by a senior Department of State Officer as International Affairs Adviser, a military Dean of Students and Administration, and a military Dean of Faculty and Academic Programs.

The academic faculty and the administrative personnel supporting the Commandant and his assistants are from all the military Services. Service officers on the faculty are normally in the grades of colonel, captain, lieutenant colonel, or commander, and are specialists in their fields. The civilian faculty members include Department of the Army civilian professors, as well as civilian officers from the Department of State and visiting professors from civilian universities.

INDUSTRIAL COLLEGE OF THE ARMED FORCES

Academic Year 1982-83



CURRICULUM

The ICAF curriculum for academic year 1982-1983 has been designed to provide experienced leaders and managers with the opportunity to further develop their leadership and managerial capabilities. The distinguishing feature of the ICAF program is that it directs the student toward higher-order applications of skills previously attained from professional and academic experience.

The ICAF curriculum is multidisciplinary. To assure maximum development of professional skills, the instructional method places heavy emphasis on individual involvement. Case studies and small group activities devoted to realistic and relevant topics are used to balance this approach with more traditional methods. The program places emphasis on building competence in the application of both qualitative and quantitative analytical skills. In addition, the student's ability to understand problems faced by senior level decisionmakers is enhanced through exercises, simulations, and group research.

Development of executive communication skills is emphasized throughout the ICAF academic program. Students prepare individual written and oral reports and contribute to reports developed as part of group study projects. In addition, peer group interaction and rigorous faculty evaluation of student products develop critical perspective. The program emphasizes the refinement of leadership styles suitable for operating effectively in joint and interagency policy-making and decison-making environments.

The program also emphasizes policy formulation and management in the executive branch to include manpower and personnel management, organizational behavior, organizational development, interagency relations, bureaucratic dynamics, and budgetary and financial management as a means of enhancing executive effectiveness. Along with professional ethics, these themes provide opportunities for developing sensitivities for blending applications of contemporary managerial techniques with a proper understanding of the human dimensions of organizations.

Maximum student involvement, mastery of essential subject matter, and acquisition of additional skills are required for optimizing the benefit of the ICAF program. In many cases the academic experience is a shared one. The ICAF faculty and

staff play an essential role in providing the expertise to which the student adds his own thoughts and experiences. Given the critical challenges confronting the United States, and the positions of high trust and executive responsibilities for which ICAF graduates are destined, it is essential that both students and faculty maximize the educational opportunity afforded by their attendance.

Core Program

PHASE I-PUBLIC EXECUTIVE PERSPECTIVE

This phase assists the student in reviewing career development plans and further developing executive skills. Several months before reporting to the University, the student receives a Career Planning Workbook. This workbook consists of a series of exercises designed to stimulate the student's thoughts about his or her career, along with possible needs for professional and personal growth. Students complete the Myers-Briggs Type Indicator and the Strength Deployment Inventory during the first week. These inventories are designed to indicate personal strengths, individual behavioral preferences, and changes under stress. Students are also encouraged to participate in a voluntary, comprehensive health and physical fitness assessment. This entire assessment is designed to identify for the students areas for individual development during the ICAF year, as well as in following assignments. Following assessment week, there is a second period of instruction directed toward developing executive skills. Based on the instruments previously administered, students will be given the opportunity to sharpen their interpersonal and decision-making skills. The focus will be on the individual in a small group setting, expanding into a larger decison-making and bureaucratic context for the Federal executive. Students will also participate in a segment of Phase I entitled "Economic Enrichment Concepts" consisting of eight seminar periods. This segment is designed to enhance an understanding of essential economic principles covered during the core program.

PHASE II-NATIONAL SECURITY AND MOBILIZATION MANAGEMENT

Phase II covers a broad range of material designed to provide an understanding of the international and domestic influences on national security policy and also to provide both historical and current perspectives on emergency preparedness planning, national security policy formulation, and execution. The phase examines the factors that enable or limit national capabilities and policy options.

Phase II is divided into three major parts. The first portion deals with domestic factors affecting national security policy and the Nation's ability to mobilize in an emergency. This part includes examination of the conceptual dimensions of emergency preparedness planning and the organizational structures and processes of mobilizing the Nation for war. It includes an examination from the national perspective of energy policy, the overriding resource issue of our time. Appropriate attention is focused on the role of Congress and on congressional-executive relations, culminating in a brief, but coherent block of study on the legislative process.

The second part of this phase establishes the international framework of U.S. national security and develops an understanding of the international economic interdependencies, which are major determinants of U.S. foreign policy. This part begins with an examination of global structures, processes, and issues and then focuses selectively on U.S. policy within and toward various regions of the world and specifically on the resource implications of U.S. policies within these regions.

Finally, within the context of the domestic and international environments studied earlier, the third part of Phase II addresses specific issues of U.S. military strategy and mobilization plans, structures, and processes. Historical precedents are examined extensively in order to establish a time-oriented sense of what may be achieved by a mobilized nation. These lessons from the past then form the basis for examining current threats to U.S. national security and evaluating U.S. capabilities to respond.

PHASE III-MANPOWER RESOURCES MANAGEMENT

In Phase III students view manpower and organizational policy issues under peacetime as well as wartime perspectives. This phase examines the manpower management cycle with consideration given to policy issues in determining requirements and manpower acquisition. Manpower availability is considered in terms of demographic, political, economic, and sociocultural factors. The implications of total force planning are considered in depth. The history of the all-volunteer approach to manpower recruitment and retention is examined, and consideration is given to peacetime conscription and National Service as possible alternatives. Finally, a number of personnel and organizational issues are examined to uncover realistic policy options for attaining positive commitment to service, high morale, discipline, unit cohesiveness, and more effective performances. Student exercises and case studies are used to analyze and solve personnel management problems.

PHASE IV-INDUSTRIAL RESOURCES MANAGEMENT

This phase examines the major systems acquisition process, the defense industrial base, and military logistics policy and issues from a variety of perspectives.

The defense systems acquisition process is examined through a combination of lectures, seminars, and a computer-based simulation. In the Weapons Acquisition Simulation, student groups, using cost-benefit analysis, make key decisions on trade-offs between technical performance, development and production schedules, and life cycle costs associated with the development and procurement of a major weapons system.

With a broad understanding of major systems acquisition as a backdrop, the Defense Industry Analysis (DIA) program examines a number of major defense industries from an executive perspective that takes into account the roles and viewpoints of congressional committees, defense contractors, and other interested agencies in the public and private sectors. The defense industries are explored through a series of seminars which highlight the numerous issues involved. Following this academic preparation, the students move to on-site facilities, both domestic and foreign, for an in-depth study of the practical issues which confront industrial management, and the processes and techniques involved in their resolution. Each DIA study group prepares and briefs its report to the assembled student body.

Military logistics policy and issues are examined from the viewpoints of the Services and the DOD agencies. Issues related to resource mobilization as well as the support of the Unified Commands and the Rapid Deployment Joint Task Force are highlighted.

PHASE V-JOINT TRAINING AND EXERCISE

In Phase V, a number of the concepts and skills developed during the academic year are brought to bear in a joint training and exercise endeavor with the National War College. The phase begins with a period of joint training, during which the combined student bodies receive training in various aspects of joint planning and operations. Following this, the students are divided into a large number of combined seminar groups which independently conduct Prudent Stride, an exercise involving strategy development, force structuring, crisis management, employment and deployment planning, and execution. Each student team, starting with a national strategy, develops supporting military strategy and a prudent risk force structure. Funding and personnel strength limitations are introduced which cause the student groups in most cases to size down the force structure. A situation is then introduced which requires a response involving, among other things, the deployment and employment of military forces. Various force structuring and deployment and employment models are utilized.

Electives Program

The electives program complements the core program and enables participants to tailor their courses of study. All students must earn six elective credits. Depending on individual needs, students may be required to take foundation courses as part of the electives program.

Periodicals Reading Room, Eisenhower Hall

RESEARCH PROGRAM

The Research Program at the Industrial College is designed to further the intellectual growth of students and faculty by providing an opportunity to explore in-depth mobilization issues and other selected subjects related to the ICAF mission. The College encourages creative thinking, stimulating researchers to challenge, substantiate, or modify existing theory or practice. All students are required to conduct a major research project. This requirement is met by participation in the Mobilization Studies Program or by participation in the Independent Research Program. On an exception basis, and with prior approval from the Dean of Faculty and Academic Programs, a few students may conduct individual research on a nonmobilization subject of his or her choice.

MOBILIZATION STUDIES PROGRAM

The Mobilization Studies Program is the major research vehicle of the College. It provides students the opportunity to examine firsthand major problems and issues associated with the mobilization of resources during emergencies or war and to apply analysis in recommending practical solutions. The College prepares a number of carefully screened and timely mobilization topics of concern to senior policymakers in the national security structure.

The program is organized into research teams, each investigating an approved topic. Each research team is composed of a faculty chairman and six to eight students. The College normally assigns students to research teams based on their indicated preferences. Faculty chairmen develop initial designs and approaches (including tentative organizational frameworks), provide guidance and counsel, evaluate quality of contributions made by research team members, help synthesize their contributions, and assist in editing the final report. Responsibilities are delegated to the students in a way that fosters maximum student participation in all phases of the research and writing effort. Each research team undergoes at least two in-process reviews during the academic year to monitor progress of its research.

INDEPENDENT RESEARCH PROGRAM (IRP)

As an alternative to the Mobilization Studies Program, and with the recommendation of the Permanent Faculty Adviser and approval from the Dean of Faculty and Academic Programs, a few students may choose to conduct independent research in mobilization or other topics relevant to the ICAF mission and of interest to the national security community. Students conduct such research in groups of from one to three members. In preparing independent research papers, students will be assigned a faculty adviser who provides counsel and evaluation throughout the research task.

THE NATIONAL WAR COLLEGE

Theodore Roosevelt Hall at Fort Lesley J. McNair

THE COMMANDANT'S MESSAGE

In 1946 the National War College came into being as a direct result of World War II experience. Its function was to strengthen interaction and mutual understanding among officers of the military Services and the Department of State. The teaching vehicle was and remains today the national security decision-making process. In recent years, the application of military power in support of national security policy has received an increasing share of attention. Current and future emphasis will highlight strategic planning for joint and combined operations. Underlying the entire academic program is the continuing effort to portray national security policy formulation and implementation as an integrated process involving all the military Services, the Federal agencies, and the Congress. The curriculum, the faculty, and the student body are dedicated to support that effort.

Lee E. Surut

LEE E. SURUT
Major General, USA
Commandant

HISTORY

In the early phases of World War II, American military leaders became acutely aware that existing military education provided inadequate preparation for officers of the Army and Navy to work together closely. In November 1942, General Henry H. "Hap" Arnold, then Chief of the Army Air Corps, recommended to the Joint Chiefs of Staff that an all-service college be formed to prepare officers to meet the requirements of improving the capabilities of the armed Services to carry out staff coordination and to execute combined operations.

His proposal led to the formation, in June 1943, of an Army-Navy Staff College (ANSCOL), with a mission to "train officers of the arms in the exercise of command and the performance of staff duties in unified and coordinated Army and Navy Commands." As the war continued, the political dimensions of national security received growing emphasis in the College's teaching, and career Foreign Service Officers participated in the last five classes.

In November 1945, the Joint Chiefs of Staff directed the ANSCOL Commandant, Vice Admiral Harry W. Hill, to plan for a new postwar college. This was not a new subject. At various times during the preceding 75 years, American military thinkers and statesmen had proposed plans for the improvement of professional education for the armed Services. These plans led to the foundation of the Navy War College in 1884 and the Army War College in 1903. Although a few selected officers had attended the college of the other Service and some faculty members exchanged positions, these efforts stopped short of creating a joint institution.

In February 1946 the War Department Military Education Board recommended creation of a "National War College," an institutional successor to the Army-Navy Staff College. This College was envisioned to be ". . . concerned with grand strategy and the utilization of the national resources necessary to implement that strategy.... Its graduates will exercise a great influence on the formulation of national and foreign policy in both peace and war."

The Secretaries of War and Navy accepted the proposal and invited participation of the State Department which agreed to nominate a portion of the student body and to attach a senior State Department officer to the College as Deputy Commandant for Foreign Affairs. The National War College

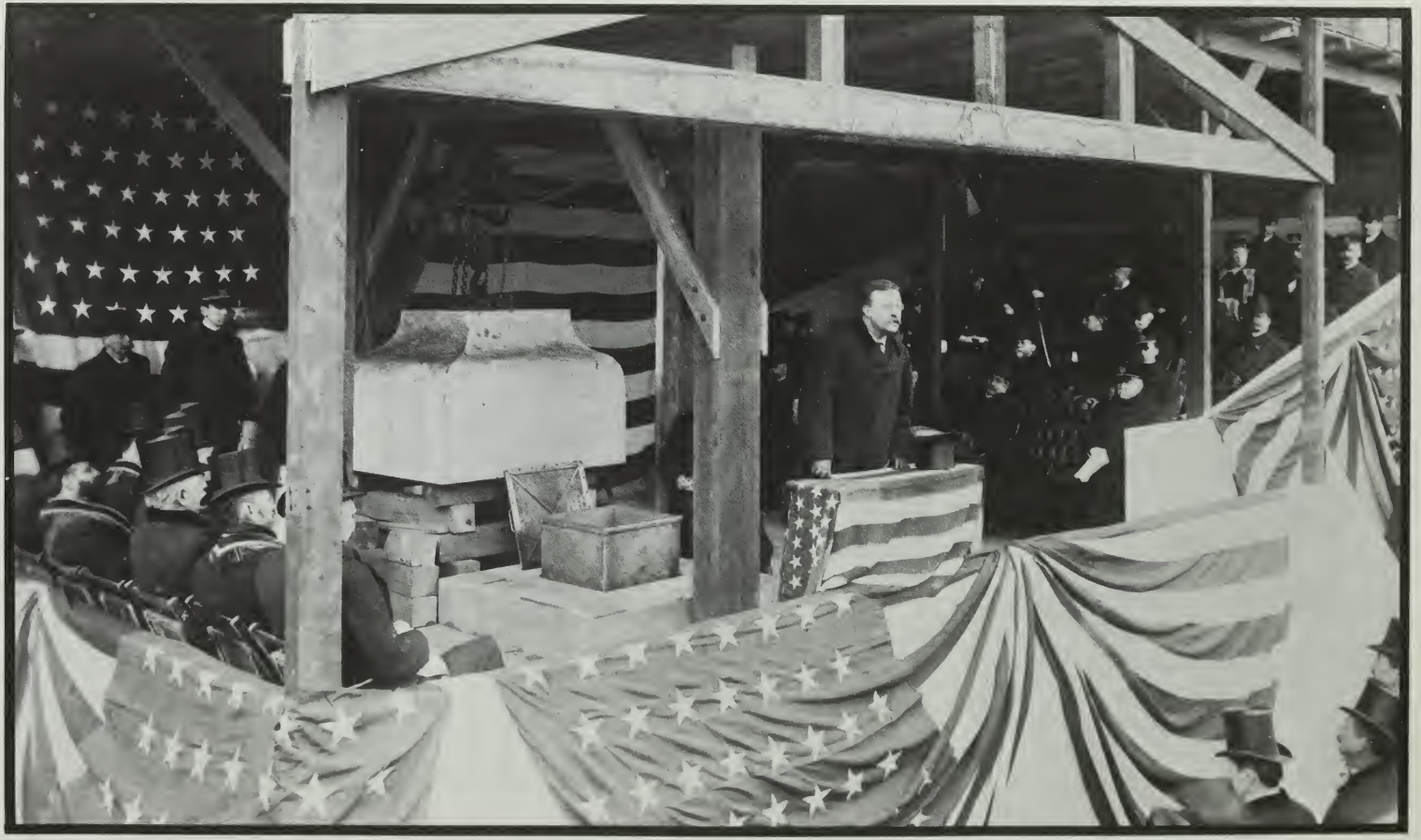
was officially founded on 1 July 1946. A few weeks later, the first class—90 students from the armed Services, 10 Foreign Service Officers, and a few British and Canadian observers—began their studies. To the first graduating class of 1947 General of the Army George C. Marshall stressed perhaps the principal reason for establishing the College:

> . . . the unfortunate consequences of the lack of coordinated thinking and understanding prior to the war among the leading officials and staffs of the . . . [Army, Navy, and State Departments]. It does not require an argument, I am sure, to justify the assertion that such an intimate understanding and cooperation are of vast importance to the people of this country.

Then, as now, the students of the National War College pursued their year's work in a unique example of American architecture—the domed brick building at the southern extremity of Fort McNair. Originally built to house the Army War College and dedicated by President Theodore Roosevelt, the building, begun in 1903, was first occupied in 1907. In 1946 General of the Army Dwight D. Eisenhower, then Army Chief of Staff, offered the building to the National War College. In 1974 the Commission of Fine Arts officially designated the National War College building a National Historical Landmark in view of its architectural interest and historical significance.

Under guidance of men like Vice Admiral Hill, the first Commandant, and his Deputy Commandants, Major General Alfred M. Gruenther, Brigadier General Truman H. Landon, and the Honorable George F. Kennan, the National War College has developed distinctive characteristics still central to its academic program. Officials from other Federal agencies with foreign affairs responsibilities joined the original civilian contingent of State Department officers. By the mid-1960s, the average total class size was 140, and the size of the class of 1981 was 159.

In 1976 the National War College became an integral component of the newly created National Defense University. The records of National War College graduates reflect both the highly competitive selection process and the value of their college studies. Out of more than 4,700 military and civil officers who have graduated from the National War College, approximately 40 percent of military graduates have attained general or flag rank, including more than 60 who have reached four-star rank. Almost 30 percent of the Department of State



President Theodore Roosevelt delivering the address at the laying of the cornerstone of the building which now bears his name

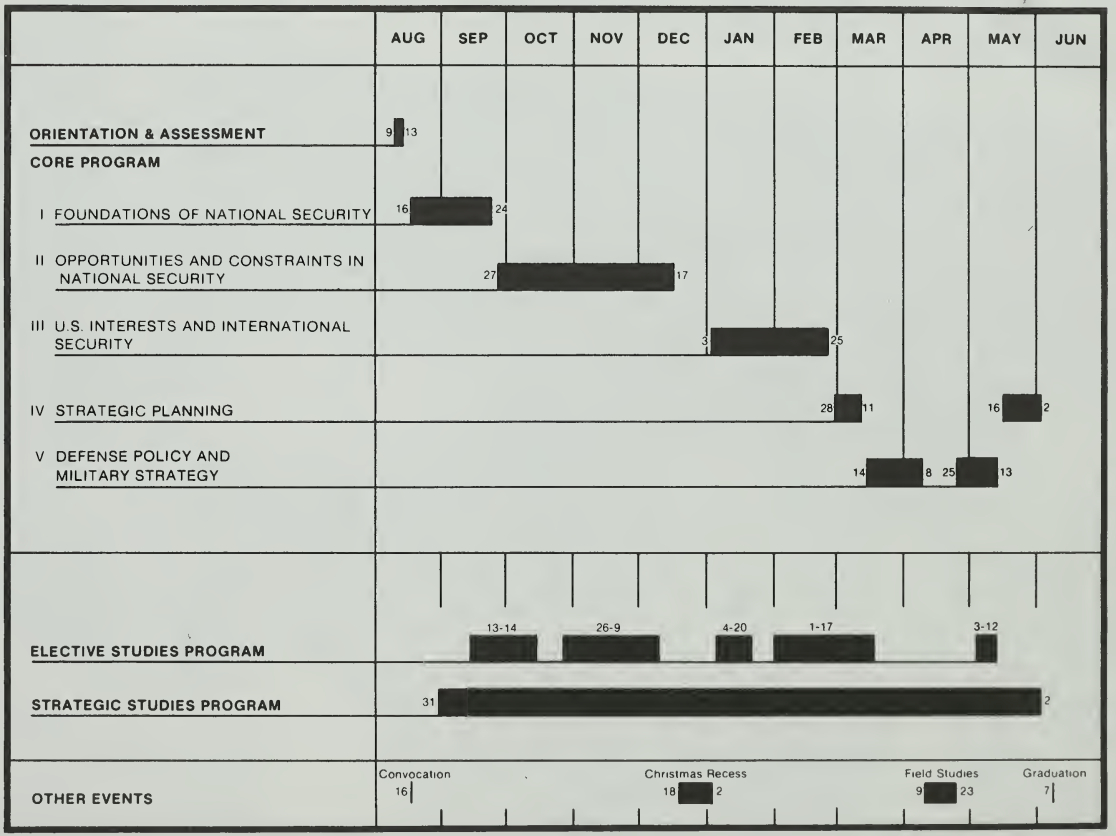
graduates have advanced to ambassadorial level. Many of the Joint Chiefs of Staff have graduated from the National War College.

MISSION

The mission of the National War College is to conduct a senior-level course of study promoting excellence in the development of national security policy and strategy, and the application of military power in support thereof, including doctrine for joint and combined operations and consideration of warfighting capabilities.

Through study and research, enhance the preparation of selected personnel of the Armed Forces, the Department of State, and other U.S. Government departments and agencies to perform high level command and staff policy functions associated with national security strategy formulation and implementation.

THE NATIONAL WAR COLLEGE
Academic Year 1982-1983



ORGANIZATION

The organization of the National War College is aimed at simplicity, flexibility, and maximum ease of communication between students and faculty and among faculty members. The Commandant, a military officer of two-star rank, occupies a nominative position which rotates among the Army, Navy, and Air Force. Advisers include a State Department International Affairs Adviser, two officers who serve as Dean of Students and Administration and Dean of Faculty and Academic Programs, and a small Department of Administrative Services. The National Defense University provides major administrative and logistical support for the College. The curriculum, all academic scheduling, and the Guest Lectures Program fall under the province of the Dean of Faculty and Academic Programs.

The faculty includes three departments emphasizing broad areas of responsibility rather than narrow academic specialties. The Department of Military Strategy studies the foundations of national strategy, national security, and the U.S. military posture. Faculty in the Department of International Studies concentrate on the relationship between U.S. national security and the world environment. The International Affairs Adviser is concurrently chairman of the department. The Department of Domestic Studies examines the relationship between the domestic environment and national security, management of resources, and decisionmaking.

CURRICULUM

The Core Program provides each student with a comprehensive understanding of the development and implementation of national security policy and strategy. The program employs an active problem-solving learning mode in which students are encouraged to identify and diagnose issues, acquire and interpret relevant information and data, develop and analyze options, and prepare and present recommendations. The Core Program is closely integrated and consists of five principal themes: Foundations of National Security; Opportunities and Constraints in National Security; U.S. Interests and International Security; Strategic Planning; and Defense Policy and Strategy. The themes are addressed by the following courses:

Art of War. An examination of periods in military history that signaled changes in the nature of war and its conduct; the American approach to war; and the ideas of classical and modern strategic thinkers to assess their influence and contemporary relevance.

Human Dimensions in National Security Affairs. An introduction to the role individual behavioral factors (e.g., values, perceptions, motivations, lifestyles) play in ethics, interpersonal relations, group dynamics, and decisionmaking. A particular emphasis will be placed on the importance of behavioral factors to creativity and how to think innovatively.

Approaches to Policy Analysis and Decisionmaking. An introduction to qualitative and quantitative approaches to policy analysis and decisionmaking with emphasis on developing an understanding of what the various approaches can provide a decisionmaker and how best to use them to make decisions.

International Security Environment. An appraisal of issues and trends in the international political and economic system. A consideration of the institutions and instruments available to achieve national objectives, alleviate tensions, reduce or eliminate sources of conflict, prevent war, and refine judgments about uses of military power.

Politics, Policy, and Resource Allocation in the American Political System. An analysis of the roles, relationships, and influence of the legislative branch, other public and private institutions and groups, and executive branch legislative liaison and public affairs activities on security policy development and the allocation of resources. This course will also cover guidelines for appearing before congressional committees and relations with the media.

Policy Planning and National Security Decisionmaking. An analysis of the national security policy planning and decision-making process within the executive branch and the National Security Council system with particular emphasis in the Department of Defense and its major components.

Terrorism and Counterterrorism. This political-military simulation focuses on the decisions involved in developing a strategy and for using the instruments of statecraft in countering and resolving a terrorist incident with international implications.

International Security Studies: U.S. Interests and the Major Powers and Regions. A systematic analysis of security conditions, policies, and programs and their impact on the defense and foreign policies of selected countries. A review of the security factors that influence and shape national policies. An appraisal of security commitments and agreements and their implications for U.S. interests and programs. Practical exercises in security issue identification and resolution conclude each regional study.

National Security Policy Decisions. A policy formulation and decision exercise. This exercise focuses on policy options for presidential decision and builds on the regional security issues exercise in the International Security Studies course.

Strategic Planning for Joint and Combined Operations. An examination of military strategy and strategic planning requirements for the conduct of theater-level joint and combined operations. The course focus is on strategic, tactical, and doctrinal concepts and their use in developing force application strategies, contingency and operations plans, and the conduct of joint operations.

Rotunda, Theodore Roosevelt Hall

U.S. Defense Policy, Military Strategy, and Force Planning. An analysis of current U.S. defense policies and the translation of those policies into military strategy and force requirements. The course assesses the rationale, logic, and implications of defense policies, identifying strategic issues and defense trends, and then focuses on the translation of that policy into military strategy and force requirements. The course builds on the issues and trends identified in the International Security Studies course and the principles identified in the Art of War course. Within the core program various opportunities for active involvement are offered by the following exercises and simulations.

Strategic Nuclear Conflict Management. A conflict management political-military simulation designed to explore the implications of escalation in conflict; the problems and uncertainties escalation poses for decisionmakers; and the difficulties inherent in de-escalation and war termination.

Strategy and Force Development. This exercise builds on the policy decisions reached in the National Security Policy Decisions exercise. Phase I focuses on the translation of national security policy decisions into military objectives, strategic requirements, and the development of a preferred national military strategy, desired force capabilities and characteristics, and required force levels. Phase II focuses on the force levels that can be achieved under constrained fiscal guidance, the changes required in strategy and/or force mix, and a risk assessment in terms of what can and cannot be accomplished.

Contingency Planning and Force Employment. A crisis management political-military simulation and current forces capability exercise in contingency planning and force application to provide the opportunity to apply knowledge developed throughout the year. Phase I focuses on the diplomacy of crisis management and development of contingency plans to meet a regional crisis with worldwide implications. Phase II focuses on contingency plan execution with forces being deployed and employed.

A full range of elective courses, listed in a separate section, complements the Core Program. Additionally, NWC students are encouraged to arrange attendance at selected ICAF presentations and seminars of particular interest when there is no conflict with the National War College schedule.

RESEARCH: STRATEGIC STUDIES PROGRAM

The Strategic Studies Program is the major research program for both students and faculty at the National War College. The goal of this effort is to produce valuable studies for agencies concerned with national or military strategy thereby making the College and University a center for strategic thought.

All students and faculty are involved in this program as are the agencies sending students. The agencies forward strategic topics they wish explored to the Research Directorate, and they remain involved throughout the entire process by providing an individual sponsor for the project. This individual is expected to maintain a close relationship with the students and faculty in a highly iterative process. The agencies are also asked to evaluate the research paper. Faculty members choose to supervise projects in which they have expertise. They hope to expand their knowledge of a discrete field while directing the research effort. Faculty supervisors also evaluate the contributions the students make to the overall research effort.

All students are required to work on a specific research program during the academic year. Because the time is short, and there are many conflicting demands on student time, students are asked to work in small groups (the norm is from three to five students) and in areas in which they already have some expertise. In this way, they too will broaden their knowledge.

Should there be no topic forwarded by an agency that suits the particular expertise or interests of a student (or should a student prefer to work as an individual), he or she is encouraged to formulate a research topic. The only requirements are that the subject be of strategic interest, that an interested agency be found to sponsor the research, and that a faculty member be found to supervise it. This has not proved to be difficult.

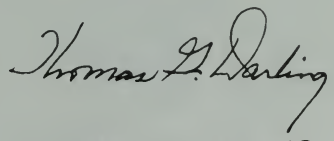
ARMED FORCES STAFF COLLEGE

THE COMMANDANT'S MESSAGE

Future wars—and future peace efforts—are likely to require the integrated efforts of all Services, numerous government agencies, and many friendly nations. To be effective, the professional officers of these organizations must master the concepts, principles, and techniques of joint and combined operations. The Armed Forces Staff College provides a unique educational opportunity for selected officers of U.S. and allied organizations to study these subjects.

While the course focuses on joint and combined operations planning, it also emphasizes intellectual and professional development in a variety of areas that include national strategy, defense management, communicative arts, self-assessment, innovation, and several elective fields.

The college organization (including the student's seminar assignment) is structured to develop understanding and appreciation of the various national, agency, and Service interests and concerns that bear on the common defense. The curriculum is designed to promote a spirit of cooperation and understanding that is critical to any joint or combined endeavor.



THOMAS G. DARLING
Major General, USAF
Commandant

Normandy Hall, Armed Forces Staff College at Norfolk, Virginia

> There is a need for a school which will conduct short courses of approximately five months' duration in joint staff techniques and procedure in theater and joint overseas operations.
>
> —General Dwight D. Eisenhower
> in a memorandum to Admiral Chester
> W. Nimitz.
> 17 April 1946

In the 1930s, few officers were qualified, either by training or experience, to engage in joint operations. The demands of World War II brought out the urgent need for joint action by ground, sea, and air forces.

To alleviate the friction and misunderstanding resulting from lack of joint experience, the Joint Chiefs of Staff established an Army/Navy Staff College in 1943. The College conducted a four-month course which was successful in training officers for joint command and staff duties.

Following the war, educational requirements for the armed forces were fully examined. Thorough contingency planning was recognized as essential for waging war on a joint and combined scale, and the Army/Navy Staff College, which had been established to meet the immediate needs of war, was discontinued.

A joint committee was appointed to prepare a directive for a new school. This directive, approved by the Joint Chiefs of Staff on 28 June 1946, established the Armed Forces Staff College. Responsibility for the operation and maintenance of its facilities was charged to the Chief of Naval Operations.

Following a temporary residence in Washington, D.C., the Armed Forces Staff College was established in Norfolk, Virginia, on 13 August 1946. The site, formerly a U.S. Naval Receiving Station, was selected by the Secretaries of War and Navy because of its immediate availability and its proximity to varied high-level military activities. There were 150 students from all Services in the first class. They assembled in converted administration buildings on 3 February 1947, to be greeted by the first commandant, Army Air Corps Lieutenant General Delos C. Emmons. The faculty officers came from joint assignments in all theaters of World War II.

Foyer, Normandy Hall

Since then, the College has graduated two classes each year. Fifteen commandants, representing a varied background of joint and combined Service experience, have fostered this institution's growth. The staff, faculty, and students are assigned by each Service to provide a joint atmosphere.

With the construction of Normandy Hall in 1962, the College completed its transition from temporary to permanent institution. The College was assigned to the National Defense University on 12 August 1981.

MISSION

The mission assigned to the Armed Forces Staff College is to prepare selected mid-career officers for joint and combined staff duty. The College accomplishes this mission through three courses of study: the Joint and Combined Staff Officer Course; the Joint Command, Control, and Communications Staff and Operations Course; and the Electronic Warfare Course.

ORGANIZATION

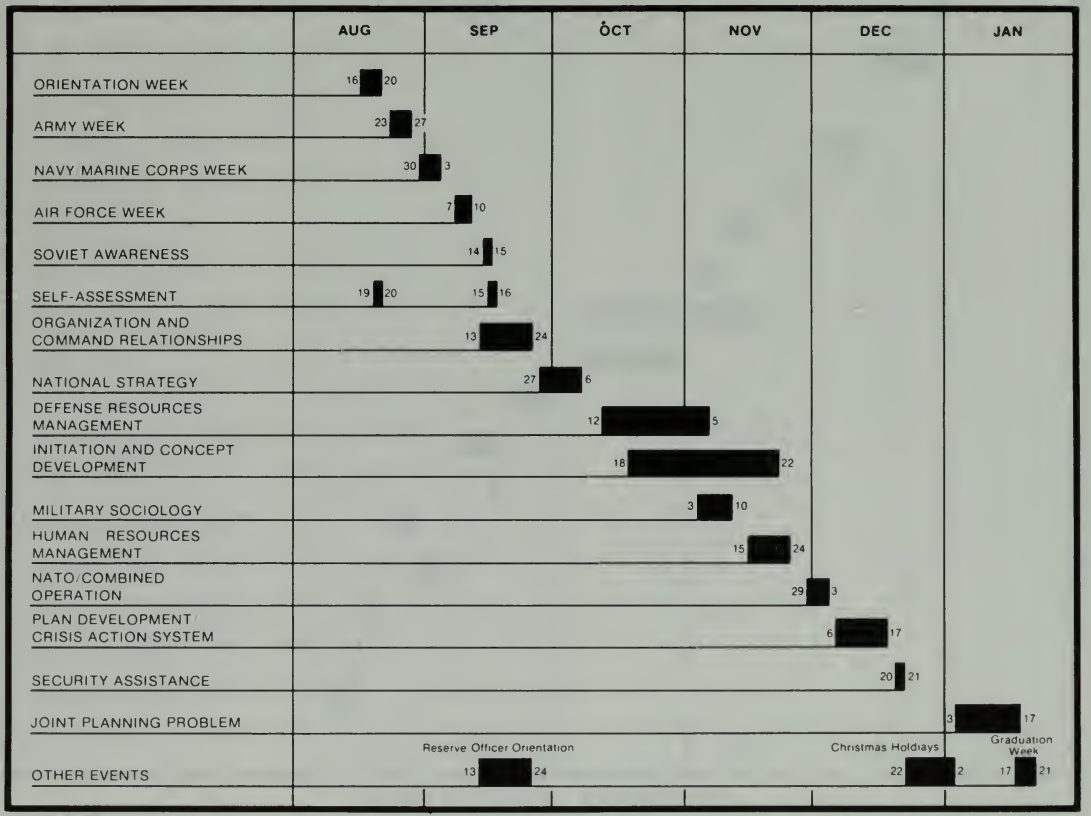
The Armed Forces Staff College is a major element of the National Defense University and its Commandant is a general or flag officer who occupies a nominative position which rotates among the Army, Navy, and Air Force. He is directly responsible to the University President for fulfillment of the college mission.

A Deputy Commandant, an Executive Officer, a Public Affairs Officer, and a State Department Representative assist the Commandant.

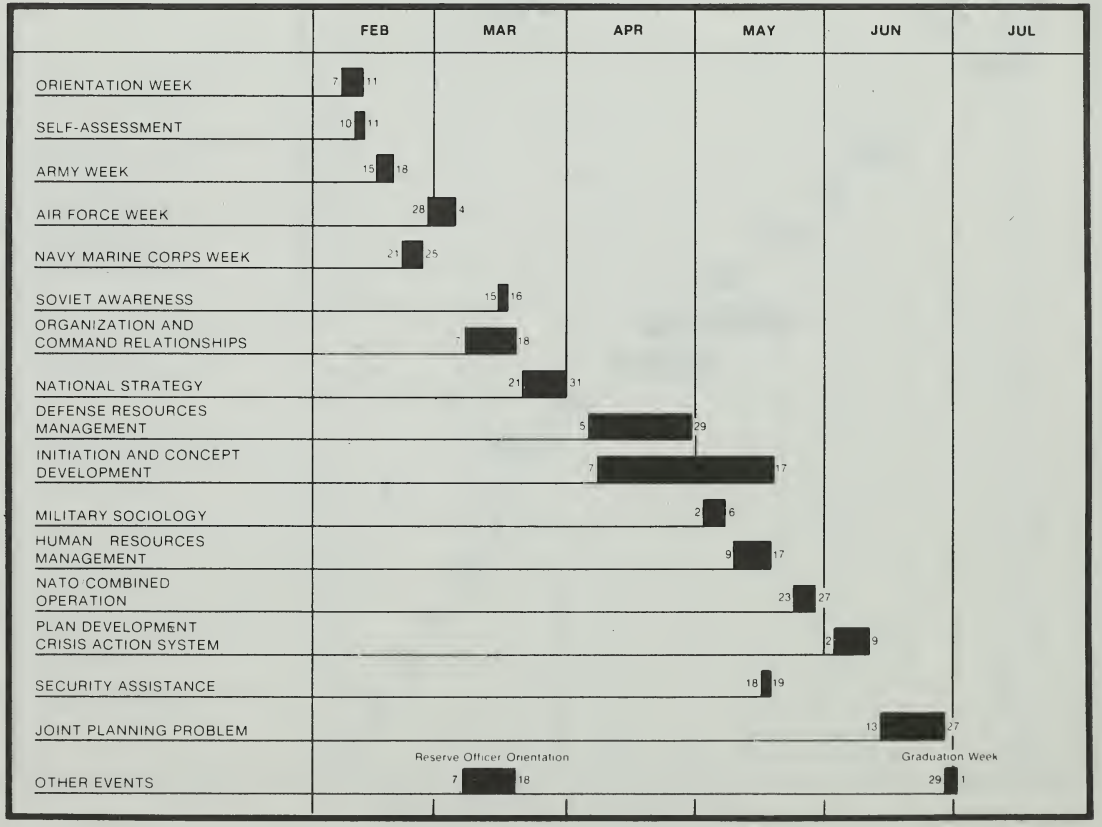
The staff and faculty are organized into six departments which are directly responsible to the Commandant. The Dean of Student Affairs is responsible for the 14 student seminars. One faculty officer is assigned to each seminar as the Seminar Chairman providing guidance and assistance to the assigned students. The Dean of Professional Development and the Dean of Joint Planning are responsible for the development, preparation, and presentation of the college curriculum. They are supported in this effort by the Dean of Academic Operation and the Dean of Academic Support. The Dean of the Command, Control, and Communications (C^3) Department is responsible for two separate courses, a six-week course which focuses on national and theater-level C^3 systems and operational procedures, and a one-week course which focuses on concepts, doctrine, procedures, and employment of electronic warfare.

Logistic support for the College is provided by the Naval Administrative Command. The Commanding Officer also serves as Dean, Department of Academic Support.

AFSC CLASS 72 SCHEDULE



AFSC CLASS 73 SCHEDULE



CURRICULUM

The curriculum comprises eight general areas of study. These areas, referred to as programs, are generic groupings of courses that deal with similar activities or subjects. The courses provide an understanding of joint operational planning in light of U.S. military capability and the environment in which it operates.

The curriculum outlined below is presented in topical rather than chronological sequence. Instruction is scheduled to provide successively higher learning experiences. Lectures and other activities are interspersed to add depth and variety to the curriculum.

Program One — *Orientation and Administration* presents preliminary information about the curriculum. It includes various ceremonies and briefings on policies and procedures to orient the students to the college environment. Several examinations are administered to determine student knowledge of subjects taught in the curriculum.

Program Two — *Joint/Combined Operations Planning* teaches the student joint and combined planning as a logical process using two subprograms. Joint Planning emphasizes the phases of the joint planning process in the step-by-step development of a common scenario. The subprogram begins with the study of the organization and command relationship in the U.S. military command structure and NATO. Joint Operations allows students to demonstrate their knowledge of the joint planning process and crisis management by planning a joint operation in a realistic scenario.

Program Three — *International Studies* familiarizes the students with the broad international environment in which joint and combined forces operate. Through seminar discussion and lectures by guest speakers, students examine factors that affect the formulation and execution of national policy and strategic planning. Specific areas in the international environment are addressed by additional guest speakers throughout the curriculum.

Library, Armed Forces Staff College

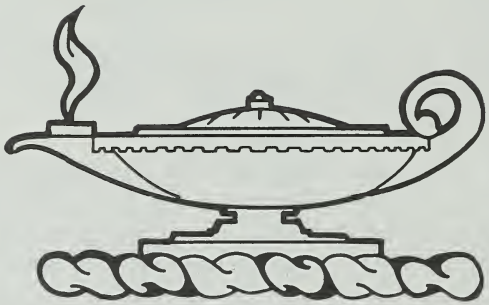
Program Four — *Defense Management* presents DOD management systems, leadership and management theories and practices, the impact of social changes on managing human resources, and management of U.S. Security Assistance programs. The Military Sociology course encourages students to develop an increased awareness of social changes and contemporary social issues within the armed Services. The Human Resources Management course surveys motivational theory, examines situational leadership theory, and affords the students the opportunity to examine their own leadership styles. The Defense Resources Management course investigates the process used by the U.S. Government to allocate and manage its defense resources. The Joint Staff Officer and Security Assistance course enables the student to learn and practice the process by which the U.S. Government assists friendly nations, with emphasis on the Country Team, Department of State, and Department of Defense.

Program Five — *Self-Assessment* gives the students the opportunity to assess their careers, personalities, values, and attitudes; to develop time-management skills; and to plan both short- and long-range personal goals and objectives.

Program Six — *Communicative Arts* focuses on improving communicative skills essential to the successful staff officer. The program is designed to provide students with an opportunity to improve reading, writing, and speaking skills. The program requires the student to research, organize, and prepare a 3,000-word paper on a military or military-related topic. All papers are evaluated and critiqued individually.

Program Seven — *Electives* provide the student an opportunity to pursue the study of a subject of choice. Beginning during the fifth week of the course and continuing each Thursday for twelve weeks an elective period will be scheduled and formal instruction offered for elective study.

Program Eight — *U.S. Military Forces* is a three-week introduction to U.S. Army, Navy/Marine Corps, and Air Force organization and capabilities.



ELECTIVES PROGRAM

ADVANCED DEGREE OPPORTUNITIES

UNIVERSITY LIBRARY

ADMINISTRATION AND FACULTY

CALENDAR OF EVENTS

ELECTIVES PROGRAM

The Electives Program complements all elements of the senior service colleges' core programs. It also enables participants to design and develop individually tailored courses of elective study to satisfy their own executive development needs. The program covers a broad range of professional fields related to resources management and national security. Students first satisfy a general electives program requirement by earning six elective credits, and then, based on assessment of individual needs, they participate in an appropriate number of foundation courses, all part of the Electives Program.* At the Armed Forces Staff College, elective courses appropriate to the core programs are offered over a twelve-week period beginning on the fifth week of instruction.

NATIONAL DEFENSE UNIVERSITY ELECTIVE COURSE DESCRIPTIONS

QUANTITATIVE METHODS AND DECISION SYSTEMS (110-139)

110 MATHEMATICS AND STATISTICS FOR QUANTITATIVE APPLICATIONS
(Fall-Foundation)

This foundation course is designed to meet the needs of students who, due to limited quantitative backgrounds, would have difficulty pursuing the more advanced foundation quantitative Course 120. Fundamental material in algebra, probability, statistics, and quantitative methods are covered at a pace appropriate to the backgrounds of the students. Course 110 will adequately prepare students for the spring offering of 120, in which all Course 110 students are strongly urged to enroll.

**Some of the following courses may be unavailable for different reasons; some electives may also be added.*

120 QUANTITATIVE METHODS FOR DECISIONMAKING
(Fall and Spring-Foundation)

This foundation course is designed to show defense policymakers how to use quantitative analyses as aids in their decisionmaking. The course emphasizes methodologies for resource management, planning, and control. It develops quantitative skills for application in the core curriculum and introduces tools and approaches useful for senior DOD and other government managers. Major topics include the systems analysis process, the role of models, the use of computer decision aids, statistical methods and data presentation, and the managerial interpretation of analysis.

122 QUANTITATIVE METHODS IN ACQUISITION PROGRAMS
(Fall and Spring)

This course focuses on those quantitative methods useful to managers in planning and scheduling large projects, particularly those concerned with acquisition programs in the national security environment. This course seeks to provide answers to two basic problems: (1) How to get more done in less time, and (2) How to get more done with fewer resources. Methods covered include: PERT scheduling, critical path method scheduling, time/cost tradeoffs, scheduling with limited resources, and project simulation. Students will utilize computer packages to apply to realistic problems.

123 STATISTICS FOR DECISION ANALYSIS
(Spring)

This intermediate level course surveys defense sector applications of traditional statistical inference and decision analysis. Traditional statistical methods seek inferences from "hard," numerical data as in hypothesis testing, regression forecasts, and efficient design of sampling experiments. The more recent field of decision analysis includes tools for structuring and quantifying decisionmakers' "soft," subjective judgments about the uncertainties and pay-offs of policy choices. The method has proven successful in military

applications such as eliciting and assessing intelligence estimates, providing mission area analyses, and ranking weapon system design and other investment proposals. Course 123 includes computer exercises, case studies, readings, and discussions, examining the relevance and value of traditional statistics and decision analysis.

124 MODELING AND SIMULATION
(Spring)

Course 124 offers a "hands-on" introduction to modeling and computer simulation. It treats continuous system simulation appropriate for large scale studies, such as theater combat models and discrete-event simulation appropriate for detailed statistical analysis of smaller systems, such as individual unit engagement models. This course reviews supporting technical topics including the use of data, methods for model verification and validation, policy design, and the analysis of simulation output. Defense sector application areas include personnel systems, logistics, and readiness simulations. Computer programming experience is not a prerequisite.

125 INTRODUCTION TO COMPUTERS
(Fall and Spring)

This course focuses on computer fundamentals and major computer-user related management problems. It begins with a description of hardware (mainframe and peripheral equipment) and machine architecture (computer arithmetic, memory, central processors, input/output, internal operations, and basic design features) and progresses to software (operating system, utility progress, data base management systems, and applications programming). The software portion of this course culminates with each student writing a basic-language program, the purpose of which is to ensure that students feel comfortable using computer terminals and programs to solve management problems. The remainder of the course will be directed to computer management concerns, such as ADP procurement, economic analysis procedures, data processing installation performance indicators, centralization vs. decentralization of computer power, privacy legislation, and computer security. Finally the course will examine the future of computer hardware and software technology.

126 MIS AND SYSTEMS DESIGN
(Fall and Spring)

Management Information Systems (MIS) design is intended for the student whose future assignment will require an understanding of the principles of computer-based information systems and their design. This course focuses on the development process and highlights through lectures, discussions, and practical exercises the considerations and techniques appropriate to MIS design. Emphasis is placed on structured design techniques and the utility of selected tools currently available to assist in MIS development.

127 WAR GAMING
(Fall and Spring)

This course provides an introduction to war gaming in the Department of Defense. It begins by briefly tracing the history of games from the time of Sun Tzu to the present day. The terminology and methodology of war gaming are presented, and several class sessions are devoted to an examination of current use of games by the Army, Navy, Air Force, Marine Corps, and OJCS, for training and exercises, research and analysis, and planning and force structure applications. As an integral part of the course, students will participate in a theater-level joint-Service war game.

128 COMMUNICATIONS
(Fall and Spring)

This course concentrates on the technology of information transfer. A manager's effectiveness is determined by his or her ability to make decisions and transfer information (communicate). This course provides the student with a working knowledge of the current technology of information input, transmission, and output, as well as the policy issues relevant to communications systems. Course content will include an introduction to telecommunications development and basic transmission technology, characteristics of telephone networks, basic data communications concepts, intelligence communications networks, and satellite communications.

Management and policy issues covered include structure and regulation of the U.S. telecommunications industry, communications security, command and control, and DOD management of communications. The course is designed for the student with little or no experience in dealing with high technology information handling systems.

129 COMPUTER TECHNIQUES AND APPLICATIONS (Fall and Spring)

The three primary objectives of this course are to develop skills in statistical, text editing, and other computer packages for application to NDU student research and other studies; to provide students with knowledge and experience in applying the computer to solve problems so that students will better relate to computer applications supporting their decisionmaking in future assignments; and to develop in the students an appreciation for the types of problems faced by computer professionals with whom they may interface in the future. This is an applications-oriented course, with assignments to be performed on the computer in the subject areas of text editing, statistical applications, basic-language programming, and other applications packages. One session of the course is devoted to a tour of a large state-of-the-art data processing facility. Students entering this course should have some prior knowledge of computers such as that gained in Elective 125.

130 ADVANCED QUANTITATIVE ANALYSIS FOR DECISIONMAKING (Fall and Spring)

A graduate-level survey course open only to those students who have completed Course 120 or have otherwise demonstrated an adequate quantitative background. The course develops skill in applying quantitative analyses to defense and other government decision-making situations by presenting methods and reviewing applications of widely used statistical and quantitative approaches. The emphasis is on developing a depth of understanding into methods and applications that will equip the students to understand and critically evaluate studies

and analyses with which they will deal in future assignments. In many cases, students will utilize computer packages applying the methods to realistic problems. Participants will select a real-world problem and apply one or more quantitative and/or statistical methods toward its analysis.

EXECUTIVE DEVELOPMENT (150-159)

150 EXECUTIVE WRITING
(Fall and Spring)

The ability to write and edit effectively is an important element in the responsibilities of senior commanders, executives, and staff officers. It is possible—even in a bureaucracy—to write so that the recipient reads a message entirely, understands it, and dispassionately considers it. This is a course in practical writing as opposed to one in literary composition. Practical writing seeks to inform, instruct, or convince, rather than provide the reader with an aesthetic or emotional experience. First-rate practical writing and editing are skills that cannot be acquired in a hurry or without disciplined practice. Nevertheless, at the end of this course the student should have substantial competence in putting thoughts on paper with greater clarity and coherence. The student should also be able to edit effectively.

155 EXECUTIVE HEALTH AND FITNESS
(Fall and Spring)

The role of health and fitness for a typical executive lifestyle is examined in this course. The primary objective of the course is to provide sufficient information to enable each student to develop a personalized exercise/dietary fitness program under professional supervision. In addition, attention is given to developing sound exercise programs for one's subordinates and peers in the military Services and civilian agencies. Examples of course topics include: coronary heart disease risk factors such as HDL and LDL cholesterol, hypertension, and smoking; body composition in determining optimal fat/lean body mass ratios; oxygen transport and utilization during aerobic and anaerobic work; exercise as a psychological adjunct in reducing stress; acute and chronic responses of the

human body to exercise; energy cost of selected popular activities; and temperature regulation and acclimatization to exercising in hot and cold environments.

156 OPTIMIZING EXECUTIVE POTENTIAL
(Fall and Spring)

Employing the principles of psychocybernetics, psycholinguistics, and self-image awareness and development, this course explores the processes of motivation, change, and creativity, in terms of their potential application to executive functions. This course utilizes the widely acclaimed videotape series, "New Age Thinking," by Louis E. Tice, founder and president of the Pacific Institute, and consultant to numerous businesses, educational institutions, and professional athletic teams. It is for those who are interested in new concepts, self-examination, and experimental growth.

157 CREATIVE THOUGHT: AMERICAN LITERATURE AND WARFARE
(Fall and Spring)

This course analyzes timeless, thought-provoking, controversial works that have shaped the way Americans see themselves and the profession of arms—*Billy Budd* by Herman Melville, *The Caine Mutiny Court-Martial* by Herman Wouk, *Catch-22* by Joseph Heller, *Fields of Fire* by James Webb, and selections from *Poems, 1957-1967* by James Dickey. The authors are five popular, influential writers with firsthand knowledge of the armed forces—Melville, one of the most significant novelists of the nineteenth century, whose critical thought about the Navy is an important part of his fiction; Wouk, Pulitzer Prize winner who spent three years on destroyer-minesweepers in the Pacific in World War II; Heller, B-25 bombadier whose first novel sold over 5,000,000 copies; Webb, Marine company commander whose first book was called the best Vietnam war novel; Dickey, fighter pilot in World War II and Korea, and winner of the National Book Award in poetry. The course consists of seminar discussions of the works and their themes, supplemented with other materials such as the *Caine Mutiny* movie.

DEFENSE ECONOMICS AND DEFENSE ENVIRONMENT ANALYSIS (200-239)

ECONOMICS (200-210)

200 ECONOMICS: PRINCIPLES AND POLICY
(Fall)

This course is a study of economic principles, applications, and policy. Contemporary micro and macro economic theories and their applications for decisionmaking are reviewed. Emphasis is placed on the institutional structure of the U.S. economy, resource constraints, market structure, national income determination, economic stabilization, production, and economic forecasting. The development of economic principles, analytical processes, and policy evaluation is designed to delineate crucial economic issues and evaluate policy alternatives that bear upon national security. The material taught in this course reinforces and introduces additional concepts to those presented in the economics survey course conducted during Phase I.

201 MANAGERIAL ECONOMICS
(Fall and Spring)

This course treats the major principles of contemporary economics as they relate to government and private sector decisionmaking. Special emphasis is placed on the application of economic theories and on the uses of both qualitative and quantitative methods utilized to solve problems in government and industry. Topical areas examined include: demand analysis, economic forecasting, productivity, investment and capital budgeting analysis, pricing behavior of firms, and antitrust impacts on resource allocation.

203 PUBLIC SECTOR FINANCE
(Fall and Spring)

This course examines contemporary economic theory, concepts, and analytical techniques of fiscal, monetary, and tax policies that guide the economy toward achieving national economic goals and national security objectives. In addition, the major fiscal functions performed by public institutions within a private enterprise oriented economy are studied in depth. Tax and expenditure patterns are analyzed to identify their impact on the allocation of resources and their effect on economic efficiency and growth. Also, the importance of public finance and fiscal coordination for international economic stabilization and growth is examined. Student preparation and reporting on cases in selected areas of public finance are expected.

204 MONETARY POLICY AND NATIONAL SECURITY
(Fall and Spring)

This course considers contemporary monetary theory and the historical development of monetary policy as they impact on national security. Monetary policy decisions, vital to the stability of the U.S. economy during times of peace or war, and their impact on international economic activities and national security are emphasized. Topical areas include: monetary and income theory, stagflation, financial markets, the monetary-fiscal debate, role and policies of the Federal Reserve Banks, debt management, linkage of domestic and international money markets, and money as a strategic resource.

205 COMPARATIVE ECONOMIC PLANNING SYSTEMS
(Spring)

This course treats the major themes of comparative economic methodology and analytical techniques utilized in evaluating other economic systems. "Convergency Thesis," implications for world stability, and national security are evaluated. The course is designed to provide knowledge, perspective, and analytical skills crucial to executive decisionmaking on

national security policy. Following a brief introduction of comparative economic system theory, an extensive study is made of capitalism, social democratic systems, the Comecon economies, the Yugoslav socialist market economy, socialist economies, and communism.

206 ECONOMIC DEVELOPMENT: THEORY AND APPLICATIONS
(Fall and Spring)

This course treats the major contemporary theories of economic development, and it analyzes the forces of development that account for variations in comparative levels and rates of economic advancement. Application and relevance of development theory are emphasized, as well as analysis of the political, social, and economic strains accompanying development in countries of significant importance for U.S. national security and economic interests. Countries examined include: Mexico, Japan, South Korea, Taiwan, Saudi Arabia, China, and the Soviet Union. Students are required to lead a short seminar on a student-selected topic of interest.

207 INTERNATIONAL STRATEGIC ECONOMICS
(Fall and Spring)

This course develops major themes of political economy with emphasis on national security implications of the world economic system, especially the upheaval and changing characteristics of today's environment. It examines trade and financial and developmental relationships that link the United States with other members of the world economy. Topical areas include: the world economy and the United States, economic strength of the industrial democracies vs. directed economies, the international monetary system, multinational corporations, North-South issues, and East-West trade.

208 INTERNATIONAL FINANCIAL INSTITUTIONS AND PROCESSES
(Spring)

This course provides a theoretical treatment of international economics and national economic policymaking. It examines

the international institutions, processes, and effects of international financial transactions. The focus is global and uses a detailed examination of international financial issues. Issues analyzed and evaluated include: fixed exchange rates vs. managed floating, arbitrage and speculation, Eurodollar and Eurocurrency markets, intervention problems, multinational debt, technology transfer and comparative advantages, and international and national economic policy interaction. Students are expected to report individual findings on a selected research topic.

209 POLITICAL ECONOMY OF SOCIAL ISSUES
(Spring)

This course is a study of the economic dimensions of selected social issues in the United States having relevance to the armed forces. In a setting of increased competition for resources between defense activities and domestic social programs, this course examines the resource implications of poverty, discrimination, health care, and pollution control. Comparisons are made of alternative policy options currently being considered for helping the poor, caring for the sick, and combating pollution. The direct ramifications on the military Services of some current and prospective initiatives in these areas are addressed.

210 ECONOMIC INTELLIGENCE
(Spring)

This course is designed to provide definitive insights into the unique contribution of economic intelligence to policy formulation as related to the management of resources for national security. The competition for raw materials, energy, technology, and access to markets is evaluated. In addition, the course provides insights into the functioning of various elements of the intelligence community in the economics field. Technical and policy issues, relating to the refinement of the existing system for producing economic intelligence, are examined in terms of the current capabilities of the economic sciences which contribute to enhancing the process.

220 THE FEDERAL BUDGET PROCESS
(Fall and Spring)

This course involves the study of Federal budgeting concepts and their relationship to the budget process. It provides an executive-level understanding of agency and departmental budget formulation under Office of Management and Budget (OMB) guidelines. Additional topics include: the OMB review leading to the President's budget, congressional hearings, appropriation and expenditure controls, budget execution, review and audit by the General Accounting Office, and the Joint (JCS) Planning System. Emphasis is also given to zero-based budgeting theory and the latest practical applications within the Federal Government.

221 MODERN PUBLIC ADMINISTRATION: ISSUES AND PROBLEMS
(Fall and Spring)

This course is designed to develop an understanding of the contemporary issues and problems associated with decisionmaking in the governmental sector in the United States. It addresses the roles and relationships of the political executive and the career public administrator to other groups in policy formulation and program development, and the particular requirements and means for organizing and staffing in the management of public programs. Students become familiar with the classical and modern theories which offer insight into the nature of bureaucratic, hierarchical public institutions relevant to the U.S. and other governmental systems.

222 LAW FOR THE DEFENSE MANAGER
(Spring)

This course presents a specific view of the legal field that the defense manager will encounter. It provides students the opportunity to appreciate the legal process associated with identifying and solving legal problems. Among the topics

covered are: installation management law, laws of warfare, legal aspects of public sector labor-management relations, standards of conduct, Federal acquisition law, with emphasis on contract disputes and appeals, judicial review of military administrative actions, and recent developments in military criminal law. The course is intended for those possessing little or no formal background in procurement and business law.

223 RESOURCE MANAGEMENT: THE WASHINGTON MILIEU
(Fall and Spring)

A senior-level study of the nonmilitary Washington community that influences national security resource policy formulation and management. The roles, strategies, and impact of public and private interest groups are analyzed, to include: trade associations, legislative staffs (congressional, GAO, CRS, CBO, OTA), the management side of OMB, and the Executive Office of the President. Initially, the course focuses on "how action takes place in the government." Later stages of the course focus on actual policymaking and the influence of the military-industrial sector on national resource allocation processes.

224 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN BUREAUCRACY
(Fall)

This course provides an opportunity for the development of greater depth in selected areas of study relating to the concept of bureaucracy and bureaucratic behavior patterns. Students will read from a preselected list of articles and books which may include the writings of Max Weber, Robert K. Merton, Herbert A. Simon, F. E. Rourke's *Bureaucracy, Politics and Public Policy*, A. Downs's *Inside Bureaucracy*, L. Gauthrop's *Bureaucratic Behavior in the Executive Branch*, C. Argyris's *Understanding Organizational Behavior*, M. Crozier's *The Bureaucratic Phenomena*, and C. Northcote Parkinson's *Parkinson's Law*. Students will read and discuss these books with their peers and the ICAF faculty.

228 DOD REPRESENTATION TECHNIQUES: CONGRESSIONAL COMMITTEES
(Fall and Spring) (half-credit)

This course is designed to develop an understanding of the procedures and functions of congressional committees in order to enhance the performance of military personnel providing testimony to them. Topics covered include: the organization and leadership of both houses of Congress, the path of legislation, congressional committee operations, the functions of congressional committee staff and personal staff members, the functions of congressional liaison personnel, the preparation of legislation and witness, investigations by congressional oversight committees, and the influence of politics and party affiliation.

NATIONAL SECURITY POLICY (230-239)

231 MODERN STRATEGIC THOUGHT AND RESOURCE MANAGEMENT
(Spring)

This course presents concepts and doctrines applicable to strategic, theater nuclear, and conventional forces; an examination of the competing demands on, and resource requirements for, such forces; a study of how to orchestrate military resources to achieve a desired set of objectives; and an analysis of acquisition policy factors in view of constraints on the defense budget; potential types of war; the direction of our foreign policy; the revolution in conventional war technology; geopolitical, strategic, and threat considerations; domestic perceptions about the necessity of defense; and the changing force structure size, missions, and organizations of the military service.

232 GLOBAL RESOURCES AND NATIONAL SECURITY POLICY
(Fall)

This course examines *selected* global resources, technologies, and issues that bear on U.S. national security policy such as exploitation of sea-bed minerals, use and

control of nuclear technology, international commodity agreements (Malaysian Tin Industry), etc. It addresses the geography, politics, and economics of these global phenomena, and methods of conceptualization, analysis, and synthesis. Members of the seminar group are expected to design, explore, and critique U.S. policy options and evaluative criteria that bear upon the topics selected for intensive study.

233 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN POLITICAL THOUGHT
(Fall)

This course provides an opportunity for the development of greater depth and historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books including Tocqueville's *Democracy in America*, Machiavelli's *The Prince*, and *The Federalist Papers* and analyze the inherent contributions made by these classics which have remained relevant over the years and are very much a part of contemporary thinking. Students read and discuss the books with peers and ICAF faculty within a tutorial context.

234 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN MILITARY THOUGHT
(Spring)

This course provides further opportunity for the development of historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books including Sun Tzu's *The Art of War*, Mahan's *The Influence of Seapower upon History*, and Clausewitz's *On War* and analyze the inherent contributions made by these classics. Students will read and then discuss the books with peers and ICAF faculty.

235 THE SOVIET MANAGEMENT AND PLANNING SYSTEM
(Spring)

A course designed to develop an understanding of how Soviet leaders and managers plan for and make decisions on the economy and how the system of controls impact on productivity and economic growth. The objective of this course is to provide the students with the capabilities for analyzing the strengths and weaknesses of the Soviet system for managing resources. Topics include the decision-making process in the Kremlin; economic planning; the financial system; human resources management; energy and mineral resource development; the role of technology; defense production; and analytical approaches for assessing the effectiveness of the Soviet system.

236 RESOURCE MANAGEMENT: PERSIAN GULF REALITIES AND U.S. POLICY
(Spring)

This course surveys the resources of the Persian Gulf region. It provides insights into the economic, cultural, and historical factors that underlie decisions by the countries bordering on the Gulf and that serve as constraints on U.S. policy options there. Topics include the vital petroleum industry; economic sector development; the demographic mix and its implications for modernization; Saudi Arabia's unique role; and the evolution of U.S. concerns and approaches. Attention is given to wider Middle East and superpower considerations only as they impact upon Gulf resources and policies.

238 THE COMMANDER AND THE MEDIA
(Fall and Spring) (half-credit)

This course is designed to increase personal skills for dealing with media representatives by providing intensive practice in making individual presentations in various media formats and environments. Students assume the role of a commander in several case study scenarios, meeting press and television reporters in various situations and reviewing their performance via video-taped recordings under professional guidance.

239 NATIONAL CHARACTER AND IMAGES AS FACTORS IN NATIONAL SECURITY
(Spring) (half-credit)

This course examines the major theories and concepts of national character drawn from the field of behavioral science and having relevance to the application of human resources to the contemporary social and security environments. Special emphasis is placed on analyzing the attributes of *American* national character and the images that others, both friend and foe, have developed. Students are given a unique opportunity to acquire a better understanding of themselves as well as of our national psychocultural strengths and weaknesses.

DEFENSE MANPOWER AND EXECUTIVE DEVELOPMENT STUDIES (240-259)

MANPOWER MANAGEMENT (240-249)

240 ORGANIZATIONAL BEHAVIOR: THEORIES AND APPLICATIONS
(Spring)

This course focuses on the important theories in the field of organizational behavior and the contributions these theories can make to an understanding of public sector organizations as well as to public sector management practice. Theories to be studied include need hierarchy theory, achievement motivation theory, motivation-hygiene theory, Theory X and Theory Y, contingency theory of leadership, management by objectives, and path-goal theory of leadership.

241 CONTEMPORARY PERSONNEL MANAGEMENT: ISSUES AND PROBLEMS
(Fall)

An analysis of major contemporary personnel management problems, this course places special emphasis on analyzing personnel policies and practices operative in both the public and private sectors and assessing the implications of these on the defense sector. Topical coverage of the personnel life

cycle includes recruiting, selection, training, wage and salary administration, performance appraisal, safety, unions, executive development, equal opportunity, affirmative action, and retirement.

242 LABOR-MANAGEMENT RELATIONS
(Spring)

This course provides an examination of the fundamental nature of labor unions, their place in society, and their effects on operations of enterprise in both the public and private sectors. Issues relating to unionism and national security management are highlighted. The latter part of the course is devoted entirely to labor-management developments in the Federal sector and DOD.

243 DOD MANPOWER PLANNING AND MANAGEMENT
(Fall)

A course that examines in detail the Reserve Components of the Army, Navy, Marines, Air Force, and Coast Guard; the mental, moral, physical, and age standards for enlistment and retention; the requirements and capabilities of the Selective Service System; and selected problems associated with conscription. Remaining topics are selected by the participating students consistent with their special interests and needs.

244 FOREIGN MILITARY MANPOWER SYSTEMS
(Spring)

This course examines manpower and personnel management systems in the regular and reserve components of selected allied and nonallied nations. Recruitment, training, commissioned and noncommissioned officer development are discussed along with other matters that may be of interest. Mobilization issues are given special attention.

245 HEALTH CARE AND NATIONAL SECURITY
(Fall) (half credit)

This course is designed to study the health care industry, its organization, financing, and growth. It also examines the Federal Government's role in financing and regulating the industry, and the impact of these Federal policies on Department of Defense health care mobilization capabilities. This elective concludes with an analysis of the armed Services' present policies regarding medical criteria for the selection of youth for military service.

246 MILITARY FAMILY STUDIES
(Fall)

This course examines current research on military families and the impact of policies on them. The correlation between the readiness and retention of military members and their families' satisfaction with military life has ramifications for all military leaders today. Areas of investigation will include the provision and effectiveness of support services; the cause and effect of isolation experienced by military families; the impact of deployment, separated duty, moving, and overseas duty on the entire family; potential roles for military spouses; and the leader's role in support of the families of personnel in his or her command.

EXECUTIVE DEVELOPMENT (250-259)

250 THE EXECUTIVE FUNCTIONS: CONFLICT-RESOLUTION AND COOPERATION
(Fall)

This course is designed to develop a comprehensive theory of cooperative behavior and to examine the origin of the need for cooperation, which results in formal organizational structures. It examines organizational effectiveness, which is measured in relationship to individual motives. It examines the executive processes, which must relate the organization to its environment and provide a means of satisfaction to its members. Topics covered include the individual and the

organization; the principles of cooperative action; the definition, theory, and structure of formal organizations; the theories of authority and opportunism; the environment of decision; and the nature of executive responsibility.

251 ANATOMY OF MILITARY LEADERSHIP
(Spring)

An examination of leadership and management characteristics of senior military officers in World War II, Korea, Vietnam, and the present. Several retired Flag officers serve as distinguished discussion leaders, providing their perspectives of senior leaders under whom they have served, as well as their own concepts of leadership and management. The Soviet concept of leadership is also examined. Periodically throughout the course, students are required to analyze the various perspectives to which they have been exposed. A short (1500-word) paper, critically examining some aspect of leadership, is required.

252 CHANGING SOCIETAL VALUES AND THE MILITARY
(Fall and Spring)

This course introduces students to the principles and applications of sociological analysis and the burgeoning field of military sociology. Writings of Janowitz, Moskos, Segal, Hauser, and analyses of current articles in *Armed Forces and Society* are used in this course. The student critiques the contributions of these authors in a tutorial context.

253 SOCIAL RESPONSIBILITIES OF INDUSTRY
(Spring)

An analysis of the primary social, economic, and legal impacts on contemporary business institutions, with particular emphasis on the defense contractor. The relationships and issues that are examined include conflicting interests arising from the interaction of major business enterprises, government, unions, minorities, and consumer groups. Central to the course is an examination of the question, "How does industry react to the demands of social and cultural change?"

254 ORGANIZATIONAL COHESION IN THE MILITARY
(Fall and Spring)

This course consists of an analytical examination of the nature of group cohesion in the military, and its relationship to military effectiveness. Some of the factors analyzed are policies that affect cohesion, kinds of authority, values of members, the military family, ethnic minorities and women, and grass-roots activities. Examination of these factors is made within the context of the larger society, its values, and attitudes related to national security and the military. The course contains a balance of theoretical and operational concepts.

255 ORGANIZATIONAL COMMUNICATIONS
(Spring)

A course designed to aid the military in assessing, processing, and disseminating information in their organizations; to evaluate current research and theory in organizational communication; and to analyze how management style and other organizational factors influence the communication behavior and leadership effectiveness of an individual. Organization communication models are developed, and communication problems are diagnosed by auditing-techniques.

256 CREATIVITY: CONCEPTS AND APPLICATIONS
(Spring)

This course seeks to bring attention to creativity (new and useful alternatives to old and new problems), the role innovation can play in recognizing and grasping the opportunities that continually face large industrial and bureaucratic organizations, and the importance of understanding the creative process, the creative person, the creative product, and the situation ripe for innovation. This course seeks to explore the latest frontiers of the creative individual, the creative group, the creative organization, and creative leadership. Its purpose is to provide a forum to discuss new approaches in applied creativity. The course will focus on the

management of innovation, the recognition of personal and organizational inhibitors to creative thinking and understanding in a scientific framework, and the pros and cons of varied creative development technologies. The course will be organized in sessions associated with the following topical areas: individual creativity, creativity in small groups, creative organizations, creative behavior in the contextual environment, and creative leadership. Several contemporary works including Speer's *Third Reich* and Toffler's *The Third Wave* will be critically analyzed from a creativity viewpoint.

257 ORGANIZATIONAL MOTIVATION AND LEADERSHIP
(Spring)

This course will survey organizational behavior from two major perspectives—that of work motivation and of organizational leadership. Major motivational concepts to be studied include need-hierarchy theory, achievement motivation theory, motivation-hygiene theory, and behavior modification. Major leadership concepts include Theory X and Theory Y, the contingency model of leadership, path-goal theory, life-cycle theory, and the use of power and authority. The course will focus on the application of these concepts to effective public sector management.

258 SOCIAL HISTORY: THE MOBILIZATION DIMENSION
(Spring) (half-credit)

This half-credit course is designed to examine social history in reference to issues in mobilization. It also provides an opportunity to improve communication skills in the technique of interviewing via video-taped recordings. Each student develops a list of questions on significant mobilization issues through individual research. These questions are used by the individual for conducting a video-tape interview with a prominent military or civilian leader in the field of mobilization. The performance of each student is reviewed under professional guidance.

DEFENSE MATERIEL AND SYSTEMS MANAGEMENT (260-269)

260 RESEARCH AND DEVELOPMENT MANAGEMENT (Spring)

This course is designed to give the student a better understanding of the management problems that are unique to the research and development environment and to develop a framework for decisionmaking in research and development. It provides an appreciation of the fundamental economics of research and development, and technological change, and an opportunity to become familiar with the latest concepts in the field of research and development management.

261 DEFENSE SYSTEMS ACQUISITION (Fall and Spring) (half-credit)

This course provides detailed knowledge of the formalized systems acquisition process and its underlying philosophies, concepts, and application in the Department of Defense. Topics covered include the evaluation of systems acquisitions management, the systems approach, the systems life-cycle, defense systems acquisition cycle, user-producer acquisition management disciplines and activities, techniques of defense project management, and major problems and issues associated with the acquisition process.

262 DEFENSE CONTRACTING (Spring)

Designed primarily for the student who has had little or no previous experience in the world of defense contracting, this course helps students to become familiar with the major policies guiding defense procurement and to develop a knowledge of the concepts, principles, language, and functions involved in defense contracting. Current problems and issues will be addressed.

264 INTEGRATED LOGISTICS SUPPORT
(Spring) (half-credit)

This course is designed to provide an understanding of the major elements in integrated logistics support (ILS). Emphasis is on the logistic weaknesses in the planning phase of the systems acquisition process. Included is a discussion of management concepts and techniques; the systems acquisition process, definition, and use of logistic support analysis (LSA) and the logistic support analysis record (LSAR)—individual elements of ILS; and logistics-related documentation.

265 STRATEGIC MOBILITY: CONCEPTS AND ISSUES
(Spring) (half-credit)

This half-credit course provides an examination of U.S. strategic mobility forces and their ability to respond rapidly and decisively to international events that involve the U.S. and allied national security interests. Concentration is on the Mideast scenario and the Rapid Deployment Joint Task Force (RDJTF). Students participate in an examination of balance, size, and mix of airlift, sealift, CONUS and intra-theater surface lift as well as requirements for prepositioned supplies and equipment needed to respond to contingencies.

266 DEFENSE SECURITY ASSISTANCE PROGRAMS
(Spring)

A course designed to analyze and evaluate the scope, nature, and effectiveness of Security Assistance Programs. It considers Department of Defense interface with the Department of State and their respective roles for Foreign Military Sales, Military Assistance Programs, and credit provided by the United States and the International Military Education and Training Program. Other elements of the course examine issues associated with the security assistance policies of the administration, the United States as a major arms supplier, a review of the major on-going programs, current problem areas, and options for further U.S. initiative and exploration.

268 THE PLANNING, PROGRAMMING, AND BUDGETING SYSTEM
(Spring) (half-credit)

This course is an extensive inquiry into the planning, programming, and budgeting system in the Department of Defense. Areas covered are the translation of national security policy into military requirements; the use of systematic analysis to make choices; and the values, roles, and institutions related to PPBS. Participants will be provided with the basic tools to operate at an executive level in the PPBS environment.

RESOURCE MANAGEMENT POLICY (270-279)

270 FINANCIAL MANAGEMENT
(Fall and Spring)

This course provides an understanding of the financial management systems utilized to control industrial and bureaucratic organizations. It is specifically designed to assist the public sector manager to understand the financial orientation of the industrial manager. Students analyze financial reporting practices in order to fully comprehend the capacity of industry to support DOD requirements for weapons systems, commodities, and services under peacetime and wartime conditions.

271 CONTEMPORARY INDUSTRIAL MANAGEMENT: CONCEPTS AND APPLICATIONS
(Fall and Spring)

This course provides an understanding of modern industrial management concepts and policy formulation. It also familiarizes the defense manager with the history of the development of management art and science as an academic discipline. Emphasis is placed on an examination of industrial organization and management functions and techniques. A situational approach is used to familiarize students with modern industrial management theory and practices, by addressing practical applications in case problems and exercise in analytical fashion. This course is designed for students who have had extensive practical experience, but little formal academic study in the field.

272 GOVERNMENT AND INDUSTRY RELATIONS
(Fall and Spring)

A study of the policies associated with the power of the Federal Government to regulate and promote industry. Topics include the constitutional powers of the Federal Government to regulate industry, the evolution of these powers through legislation and judicial interpretation, antitrust law, administrative regulation of business, protection of business, the impact of antitrust and regulatory enforcement on defense contractors, the resultant effect on mobilization and surge capability, and alternatives to present policies and programs.

273 FUTURISTICS AND DEFENSE PLANNING
(Fall)

This course examines the principal theoretical concepts and analytical techniques used in strategic planning and future research. The course includes a comprehensive survey of emerging trends developed from futuristic research with important implications for defining the global environment for national security and for planning the role of the military in society. Students analyze the implications of advanced perceptions relating to technology and societal development as influences on the strategic planning function.

274 LOGISTICS PLANNING AND MANAGEMENT
(Spring)

An examination of the logistic policies and procedures of the Office of the Secretary of Defense and the Services. Topics include organization and planning for logistics support of military operations, including wholesale responsibilities for support and combat service support; introduction of new items of equipment; logistics assistance programs; installation and consumer logistics; and panel review.

276 TECHNOLOGY AND THE ART OF WAR
(Fall)

An examination of the effects of military technology on the way armed forces plan and conduct military actions. Emphasis

is on changes in military organizations, logistics, and combat operations. This course discusses the technological dimensions in terms of both deterrence and war fighting. It provides a historical perspective as well as an analysis of current problems and issues associated with the introduction of new weapons and military equipment. Focus is on the links between the products of research and development and their battlefield utilization.

277 ADVANCED MILITARY TECHNOLOGIES
(Spring)

Critical resource management tasks in the acquisition of new military technologies and the introduction of such technologies into the operational force are examined in this course. Some of the emerging technologies include the direct beam weapons, optical processing, imbedded computer systems, simulators, etc. Equal emphasis is placed on the technologies and on their potential applications. Although this course is open to all students, those students who do not have a basic knowledge of elementary physical science may find the terminology difficult.

DEFENSE MOBILIZATION AND PLANNING POLICY (280-289)

280 CONCEPTS OF MATERIEL READINESS
(Spring)

This course analyzes the diverse and often interrelated factors that are the determinants of the materiel readiness of combat forces. Elements of study concerning peacetime materiel readiness include three programs—maintenance (including modification of equipment), supply, and transportation. Another major grouping comprises factors that determine our capability to sustain combat once initiated. Here the emphasis will be on war reserve stocks (WRS); peacetime inventories of spare and repair parts to support wartime surge; industrial

preparedness to include modernization and expansion of our munitions production base, other capital investments in logistics facilities, and equipment manufacturing technology programs; and the layaway and maintenance of mothballed facilities.

281 STRATEGIC INDUSTRIAL INTERDEPENDENCE AND NATIONAL SECURITY
(Fall)

This course examines the interdependent linkages among basic industries of the United States and various nations vital to U.S. national security. It explores supply and demand relationships, the impact of foreign governmental protectionism, national restrictions, and subsidy policies on U.S. industries. Students develop strategic analyses, tracing the flow of products from sources of basic raw materials to finished goods, in order to determine the possible vulnerability to interruption or bottlenecks. In addition, such mobilization areas of concern as industrial preparedness planning, the role of the NSC and PD 57, and other critical issues in mobilization will be examined. Students also practice formulating public policy options to reduce the risk of U.S. industrial vulnerability. Industries analyzed include iron and steel, the nonferrous metals, fossil fuels, industrial fasteners, and electronics.

282 INDUSTRIAL PREPAREDNESS POLICY: CONCEPTS AND ISSUES
(Spring) (half-credit)

This course is a study of the policies developed by the government to enhance the preparedness of the Nation's defense industrial base. It includes an examination of national policy; the methods used in projecting defense requirements for materiel stockpiling; the process by which these policies are formulated, with special emphasis on the interdependence between the Department of Defense, other Federal agencies, and the private sector; and an examination of the issues and alternatives for varying wartime scenarios to improve the industrial readiness of the Nation. These issues are examined in the context of the emergency preparedness structure and its relationship to national security.

283 READINGS IN DEFENSE RESOURCES AND MOBILIZATION MANAGEMENT
(Spring)

This course is designed to provide insights into historical and contemporary literature that addresses the unique problems associated with the allocation of national resources for national security. Participants select from historical and contemporary sources important examples of conceptual thinking concerning mobilization planning. Each reading program is tailored to the interests and needs of the individual student who reads the selections and evaluates the significance and contribution of each authority to U.S. and comparative mobilization performance.

NATIONAL WAR COLLEGE
ELECTIVE COURSE DESCRIPTIONS

INTERNATIONAL POLITICS AND ECONOMICS (300-319)

301 DIPLOMACY OF INFLUENCE: THE MANAGEMENT OF PERCEPTIONS
(Fall)

An examination of the psychological dimension of the instruments of statecraft and the importance of the management of perceptions to the conduct of foreign relations and the use of military power. The course includes consideration of the relevance of psychological and communications theories to the design of strategies, plans, programs, and techniques for perception management, as well as an analysis of how other countries manage perceptions as an instrument for influence.

302 INTERNATIONAL ISSUES IN LAW AND POLICY
(Spring)

An examination of selected issues in international law and policy, e.g., the uses of outer space, law of armed conflict, law of the sea, human rights, terrorism and counterterrorism, a new international economic order, etc. The focus of the course is on the nature of the issues, their implications for international law and national policy, and approaches to their resolution.

303 NEGOTIATING PRINCIPLES AND PRACTICES
(Fall)

An examination of negotiating principles and practices; their application in different negotiating styles with emphasis on the differences between Soviet and U.S. approaches; and the role of negotiations in diplomacy and developing national security policy. The focus of the course will be on the design of negotiating strategists and the conduct of negotiations.

304 OUTER SPACE: PEACEFUL AND MILITARY APPLICATIONS
(Spring)

The purpose of this course is to provide background with respect to the policy of the United States and other states associated with activities in outer space. The policies of all states extend into their military and peaceful activities. Moreover, these activities are interrelated and interdependent because the technologies needed for outer space—for launching, orbiting, and maneuvering space objects—do not differ substantially for military or peaceful purposes. Because outer space is perceived as a major arena associated with the security and efforts of nations devoted to their self-defense, the military efforts of the United States, its friends, and adversaries is emphasized.

305 PROCESS OF CHANGE AND FOREIGN POLICY
(Fall)

An examination of the relationship between foreign policy and the process of change in selected countries of interest to the United States. The course will focus particularly on situations of rapid change or severe instability, other countries' responses to them, and on the types of pressures generated for U.S. policy responses. Case studies will be used to illustrate problems of policy and perspectives involved in coping with rapid-change situations or in attempting to defer sought-after changes. The merits of alternative policy approaches will be analyzed to identify common principles potentially applicable to future modernization, economic and social development, or sharp change in political situations.

306A-B TRANSNATIONAL ISSUES
(Fall and Spring)

An examination of critical selected transnational issues, such as population growth, food and hunger, health and education,

energy and other natural resource demands, cross-border ecological problems, refugees, etc. Special attention will be given to the requirements necessary to alleviate the impact of these problems and to the design of policies and programs to meet these requirements.

307 STRATEGIC IMPORTANCE OF THE MEDITERRANEAN BASIN

This course will examine the Mediterranean Basin in terms of the littoral states, sea and air routes of communication, law of the sea, and seapower. Historical relationships and present day conflicts will be analyzed, such as those involving Greece, Turkey, and Cyprus, and Spain and Great Britain. Rights of navigation in the Strait of Gibraltar, the Turkish Straits, and the Suez Canal will be examined. The importance and limitations of seapower, and conflict, and their impact on U.S. national security interests, will be projected from now until the end of the century.

DEFENSE POLICY, STRATEGY, AND PLANNING (320-339)

321 ART OF WAR FROM ALEXANDER THE GREAT TO MOLTKE THE ELDER
(Fall)

An examination of warfare from ancient times to the eve of the modern era. The focus of the course will be on the complex relationship between war and society over two millenia and the successess of the great captains of war.

322 ART OF WAR IN THE TWENTIETH CENTURY
(Spring)

An examination of war and its conduct in the twentieth century. The focus of the course will be on the role of the military leader, the impact of technology on warfare, the evolution of military doctrine, the development of air and sea power, and the implication of the lower levels of conflict such as insurgency on the use of military power and the conduct of war.

323A-B APPROACHES TO STRATEGY AND STRATEGIC ANALYSIS
(Fall and Spring)

An examination of strategy as a discipline or field of interest. The focus of the course will be on various theories and concepts

of strategy, qualitative and quantitative approaches to strategic analysis, and the logical and conceptual requirements fundamental to strategy development.

324 ARMS CONTROL AND NATIONAL SECURITY
(Fall)

An examination of arms control as an element in national security policy and strategy. The course will focus on arms control as a means and as an end with special emphasis on the lessons to be learned from selected arms control negotiations, e.g., START, SALT, MBFR, Nuclear Test Ban, incidents at sea, and others, and on the prospects for arms control.

325 ETHICS, THE PUBLIC SERVANT, AND WAR
(Fall)

An examination of public service and war from the moral and ethical perspective. The focus of the course will be on the application of principles and lessons learned to current moral challenges and ethical issues for the public servant. The course will also focus on the use of force, its control and expansion, from a moral and ethical perspective.

326 INTELLIGENCE AND NATIONAL SECURITY
(Spring)

An examination of the structure of the U.S. intelligence community, its development, and the functioning of the requirements, tasking, collection, production, and exploitation phases of the intelligence cycle. The focus of the course will be on the role of intelligence in decisionmaking and the problem of changing and competing intelligence requirements.

327 INSURGENCY, REVOLUTION, AND TERRORISM
(Fall)

A systematic comparative examination of contemporary insurgency, revolution, and terrorism. The course will focus on theories of revolution and the use of terror, types of insurgency, variables that have a major impact on the progression and outcome of insurgencies and terrorist incidents, and strategic approaches for dealing with their consequences.

329 NATO: THE MILITARY PERSPECTIVE
(Spring)

An examination of NATO's history, organizational structure, capabilities, and strategy. The major emphasis will be placed on NATO's military strategy, its strengths, weaknesses, constraints, and reinforcement and employment issues. The course also includes an assessment of the capabilities of the Warsaw Pact and the nature of the threat it poses.

330 NAVAL STRATEGY
(Spring)

The objective of this course is to increase students' understanding of what navies do, their strengths and limitations, as well as the conditions which affect their use. The course will look primarily at the U.S. and Soviet navies' missions and ask to what extent they reflect national policy. War-fighting strategy and weapons acquisition strategy will be examined for relevance, appreciation of reality, and effectiveness.

331 STRATEGIC PLANNING: STRATEGY AND FORCE PLANNING
(Fall)

An examination of force planning principles and practices, and the relationship of strategy and strategy development to force planning. The focus of the course will be on the Services' mid- and longer-term force development planning, how the Services' practices relate to joint force sizing and force design requirements, their impact on strategy, and the problems of capabilities and risk assessment.

334 STRATEGIC THOUGHT IN THE NUCLEAR AGE
(Spring)

An examination of critical current and potential political-military issues and problem areas by exploring the ideas of modern strategic thinkers and writers. The course will focus on all potential areas of conflict from the strategic nuclear to the lower levels such as insurgency and terrorism.

335 TECHNOLOGY AND MILITARY STRATEGY

An examination of the relationship of technology and military strategy. Utilizing historical, analytical, and case study methods, the course will focus on the influence of technology

on strategy and their interaction. Emphasis will be given to the role played by the various public and private sector components of the defense community.

337 WHY HUMAN WARFARE—THE CAUSES OF WAR

The objective of this course is to develop an understanding of the various approaches to the problem of human conflict, to become familiar with the latest research into the causes of war, and to develop an understanding of how the causes of war might affect crisis management in international affairs and strategic thinking.

FOREIGN AREA AND COMPARATIVE DEFENSE STUDIES (340-359)

341 AFRICA SOUTH OF THE SAHARA
(Spring)

An examination of key regions and countries and U.S. interests in Sub-Saharan Africa. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests, and U.S. policy requirements.

342 ARMED FORCES OF THE SOVIET UNION
(Fall)

An examination of the historical roots of the Soviet armed forces, their evolution, structure, equipment, roles, and missions. Particular attention will be given to the economic and demographic base of the armed forces and their relationship to the Soviet leadership and Soviet society.

343 SOVIET MILITARY DOCTRINE, STRATEGY, AND OPERATIONS
(Spring)

An examination of Soviet military thought, strategic nuclear, naval, air, and combined arms doctrine and strategy. Emphasis will be placed on the Soviet approach to nuclear deterrence and war, and to the Soviet conceptual framework for the employment of armed forces within a theater of operations. Prerequisite: Armed Forces of the Soviet Union.

344 COMPARATIVE DEFENSE POLICY AND STRATEGY (Spring)

A systematic comparative examination of the defense policies and strategies of selected countries critical to U.S. security interests. The course will focus on the content of defense policies and strategies, factors influencing their development, and the processes of defense decisionmaking.

345 CONTEMPORARY MIDDLE EAST AND NORTH AFRICA: CONFLICT AND COMPETITION (Spring)

An examination of patterns of conflict and competition in the Middle East and North Africa. The focus of the course will be on intra-state and intra-regional conflict and competition, their extra-regional implications, and the influence of extra-regional conflict and competition in the region.

347 EASTERN EUROPE AND U.S. INTERESTS (Spring)

An examination of selected developments in Eastern Europe since World War II and the implications of these developments for U.S. policy. The course will focus on the domestic, foreign, and defense policies of Eastern European states, their bilateral relations with the USSR and the United States, and the role of Soviet-dominated multilateral regional organizations. Particular attention will be given to East European deviations from the Soviet model and their implication for U.S. interests.

348-A LATIN AMERICA AND U.S. INTERESTS (Fall and Spring)

An examination of the subregions, selected countries, and U.S. interests in Latin America. The focus of the course will be on the nature of U.S. interest in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests, and the U.S. policy requirements.

349 NORTHEAST ASIA AND U.S. INTERESTS (Spring)

An examination of Northeast Asia and U.S. interests. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and

defense policies, the implications of these policies for U.S. interests, and U.S. policy requirements. Particular attention will be devoted to Soviet interests and influence in the region and to Japan's role and policies.

350 PEOPLE'S REPUBLIC OF CHINA
(Spring)

An introduction to the People's Republic of China (PRC) and its domestic, foreign, and defense policy. The focus of the course will be on the nature of U.S. interests as they relate to the People's Republic, factors influencing the PRC's domestic, foreign, and defense policy, and their implications for U.S. interests, and U.S. policy requirements. Particular attention will be devoted to the Sino-Soviet conflict.

351 SOUTH AND SOUTHEAST ASIA AND U.S. INTERESTS
(Fall)

An examination of the subregions, selected countries, and U.S. interests in South and Southeast Asia. The focus of the course will be on the nature of U.S. interests, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests and U.S. policy requirements. Particular attention will be paid to Australia, Vietnam, India, and ASEAN.

352 THE SOVIET UNION: DOMESTIC FACTORS
(Fall)

An examination of the political system of the Soviet Union and its operation. The focus of the course will be on the party and the Soviet political system, Soviet domestic policies, and factors influencing their development. Particular attention will be paid to Soviet domestic problems, efforts to resolve them, and their implications for U.S. policy.

353 THE SOVIET UNION: FOREIGN POLICY
(Spring)

An examination of current Soviet foreign policy. The focus of the course will be on the content of current Soviet foreign policy, factors influencing its development and the policy formulation process. Particular emphasis will be given to the Soviets' conduct of diplomacy and to the implications of Soviet policies for U.S. interests.

354 WESTERN EUROPE AND U.S. INTERESTS
(Spring)

An issue-oriented examination of U.S.-West European relations. The focus of the course will be on issues arising out of European political and economic developments, NATO and the Atlantic Alliance, the European Communities, the factors that influence them, and their implications for U.S. security interests and policy.

U.S. POLICIES, DOMESTIC PROCESSES, AND POLICY FORMULATION
(360-369)

361 BUDGETARY THEORY, LAW AND POLITICS
(Spring)

An interdisciplinary examination of budgetary politics and theory. The focus of the course will be on the PPBS and the development of the defense budget and its processing in the Congress.

362 COMMUNICATION, INFORMATION, THE MEDIA, AND NATIONAL SECURITY
(Fall)

An examination of the various media, their role, and how they affect public opinion and policy formulation and implementation. The course will include discussions with commentators, reporters, broadcasters, publishers, and government officials. Particular emphasis will be devoted to the role and conduct of public affairs activities.

364 CREATIVITY AND INNOVATION
(Fall)

An introduction to the nature, role, and cultivation of creative thinking and innovation. The focus of the course will be to encourage innovative approaches to policy and strategy and to provide the opportunity to think creatively.

365 MILITARY PARTICIPATION IN NATIONAL SECURITY DECISIONMAKING: THE JCS AND UNIFIED COMMANDS
(Fall)

An examination of the nature and substance of the U.S. system for providing military advice to the National Command

Authorities. The focus of the course will be on the current military role in national security decisionmaking, its strengths and weakenesses, and prospects for change.

366 NATIONAL SECURITY POLICY FORMULATION: PROCESS AND ORGANIZATION
(Fall)

An examination of the U.S. national security policy process. The focus of the course will be on the executive branch role, its organizational and bureaucratic influences, and executive-legislative relations in selected functional areas.

367 PATTERNS IN AMERICAN DIPLOMACY: U.S. SECURITY COMMITMENTS

An examination of the history of American policymakers'efforts since 1778 to maintain U.S. security through both freedom of action and commitment. The focus of the course will be on identification of trends and recurring patterns in thinking about security commitments, the ways in which commitments have been acquired and terminated, and their implications for policy.

368 PATTERNS OF AMERICAN DIPLOMACY: DECISIONS FOR WAR
(Spring)

An examination of American decisions for war. The focus of the course will be on the policy relevance of similarities and differences in past decisions for war with particular attention to the views of key executive and legislative branch decisionmakers.

369 THE PRESIDENCY AND NATIONAL SECURITY
(Spring)

An examination of the constitutional, delegated authority and "shared powers" of the executive branch in domestic and foreign policy. The course will focus on the prevailing partnership in the American political system and will detail the programmatic and executive functions of domestic and foreign policy, highlighting the advisory systems, planning and bugetary processes, and execution mechanisms.

370 CONGRESS AND NATIONAL SECURITY
(Fall)

This course emphasizes the distinctive characteristics of Congress as a political institution and how these traits impact on national security policy formulation. It will cover structural aspects (committees, party organizations, procedures, the budget process), decisionmaking, policy relationships, and major issues. The purpose of the course is to learn about and experience the congressional environment. For early fall of 1982, special attention will be devoted to the congressional elections.

ADVANCED DEGREE OPPORTUNITIES

The Industrial College of the Armed Forces and The George Washington University jointly sponsor a program offering students an opportunity to work toward a Master of Public Administration degree. The basic principle under which this program is offered is that it shall not interfere with, nor detract from, the ICAF curriculum. Therefore, the degree credit courses offered in lieu of the three electives per semester required of all students must be in subject areas appropriate to the ICAF fields of study.

The Master of Public Administration degree program requires a total of 42 credit hours. Eighteen are granted for successful completion of the six courses offered as part of the ICAF elective program. The George Washington University grants 12 hours of transfer credit for the ICAF core curriculum on successful completion of validating examinations. The remaining 12 credit hours required may be earned during summer sessions. Individual students arrange with their agencies for permission to remain for the summer courses.

Resident students of the other two Colleges may enroll in local civilian university postgraduate programs providing such study does not interfere with their full participation in NDU programs. The Washington and Norfolk metropolitan areas offer numerous graduate program opportunities. Interested students may obtain additional information on these programs from their permanent faculty advisers or representatives of the academic community.

UNIVERSITY LIBRARY

The National Defense University Library collection at Fort McNair consists of over 230,000 bound volumes, pamphlets, periodicals, and Government documents in open stacks, and 100,000 classified documents housed in a security vault. The library is a readily available source of information on the theory and conduct of national security affairs, international relations, and management and mobilization of resources.

The book collection emphasizes history, management, military science, political science, social sciences, and physical science and technology. Housed in open stacks in Roosevelt Hall, the books are organized according to the Library of Congress Classification System.

Three branches currently assemble and maintain the library's information resources: Acquisitions Branch, Cataloging Branch, and Reader Services Branch. The branches, as well as the Curator of Special Collections and the Course Support Liaison Librarian, work under the guidance of the Library Director.

Specific information resources include the Document Center, which is located on the ground floor of Roosevelt Hall. This activity acquires, catalogues, stores, and controls distribution of all security-classified documents for the use of the authorized members of the University. The collection consists of approximately 100,000 classified and unclassified documents, periodicals, and student papers.

Government agency publications and congressional materials that are of permanent value to the library are catalogued and shelved in the book collection in the Roosevelt Hall Library. This material is listed in the card catalogue by author, title, and subject. Uncatalogued Federal materials are located on the first deck of the Eisenhower Hall Library stacks.

Both the Eisenhower Hall and Roosevelt Hall library sections house the Reference Collection of works in specialized areas of interest to the University as well as general encyclopedias, standard and foreign language dictionaries, biographical guides, handbooks, almanacs, gazetteers, educational directories, and bibliographies. Various other information resources are also available.

The library contains approximately 1,100 titles of newspapers and periodicals. These publications are not catalogued, but many back issues are shelved alphabetically in the stacks adjacent to the Periodical Reading Room in Eisenhower Hall. Current issues of both newspapers and periodicals are displayed in the Eisenhower Hall reading room and a smaller assortment can be found in the Memorial Reading Room in Roosevelt Hall.

The library's special collections include personal papers, rare books, academic histories, and historical photographs. Significant among the personal papers are those of Generals Maxwell D. Taylor, Paul D. Adams, Lyman L. Lemnitzer, and Andrew J. Goodpaster. There are books from the personal libraries of Admiral Arthur Radford and the noted American military historian, Hoffman Nickerson. Recent additions are the book collections of Dr. Ralph Powell and General Albert Gerhardt.

Five multidisciplinary on-line search services provide immediate access to bibliographic citations and abstracts from a vast array of books, journals, newspapers, technical reports, and government documents.

A Nonprint Media Center is located in Eisenhower Hall. Audio and video recordings in management, psychology, speed reading, selected fiction, and foreign languages are available.

The Armed Forces Staff College in Norfolk, Virginia, maintains a separate collection at its library in Normandy Hall. Assets include 82,000 catalogued books and reports, 1,234 periodical and serial titles, 35,000 classified documents, and 10,000 microform items. Areas of emphasis closely parallel those of the Fort McNair collection.

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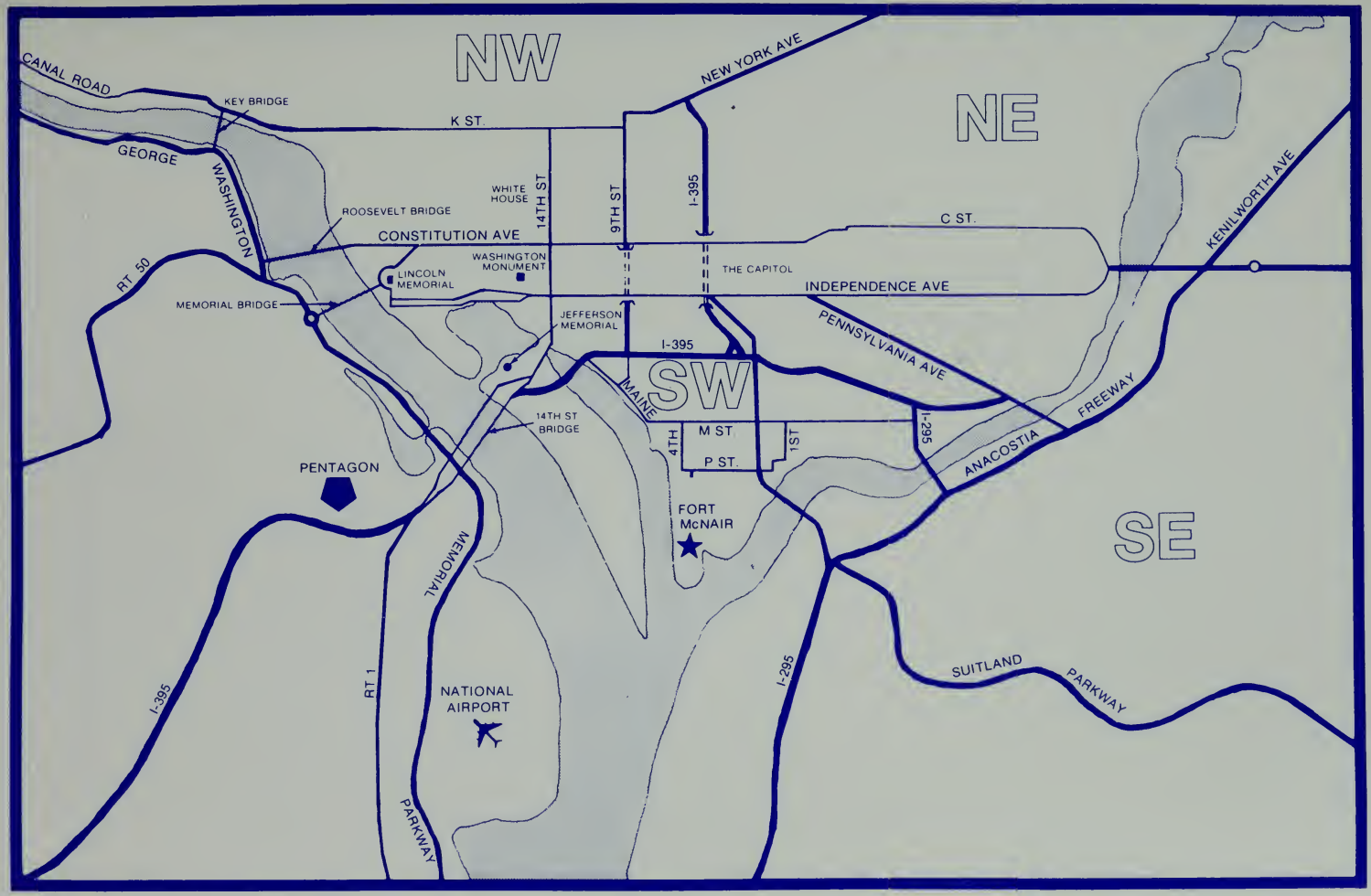
CALENDAR OF EVENTS
ACADEMIC YEAR 1982-1983

16 August	Convocations (Industrial College of the Armed Forces and National War College)
	Beginning of Academic Program, Class 72 (Armed Forces Staff College)
26 August	Fall Term Electives Program Open House (ICAF and NWC)
8-9 October	National Security Affairs Conference
8-19 November	Reserve Components National Security Course, Los Alamitos, California
15 November	Spring Term Electives Program Open House (ICAF and NWC)
23 November	Meeting of NDU Board of Visitors
29-30 November	ICAF Mobilization Conference
17 December to 3 January	Christmas recess (ICAF and NWC)
22 December to 3 January	Christmas recess (AFSC)
20-21 January	Pacific Symposium
21 January	Graduation, Class 72 (AFSC)
7 February	Beginning of Academic Program, Class 73 (AFSC)
31 January to 10 February	Reserve Components National Security Course, Little Rock, Arkansas
28 February	Opening Exercise, Institute of Higher Defense Studies
20-30 March	ICAF Domestic Field Trips

9-23 April	International field trips (ICAF and NWC)
25-26 April	NATO Symposium
27 April	Graduation, Institute of Higher Defense Studies
3 June	Alumni Day (NWC)
7 June	Graduation (NWC)
9 June	Graduation (ICAF)
13-24 June	Globex Exercise 83
1 July	Graduation, Class 73 (AFSC)
5-15 July	Joint Operation Planning System Conference at Armed Forces Staff College
7-9 July	National Security Affairs Conference
18-29 July	Reserve Components National Security Course at Armed Forces Staff College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KEY BRIDGE
K ST.
NEW YORK AVE
GEORGE
WASHINGTON
ROOSEVELT BRIDGE
WHITE HOUSE
14TH ST
9TH ST
I-395
C ST.
KENILWORTH AVE
CONSTITUTION AVE
WASHINGTON MONUMENT
THE CAPITOL
RT 50
LINCOLN MEMORIAL
INDEPENDENCE AVE
MEMORIAL BRIDGE
JEFFERSON MEMORIAL
PENNSYLVANIA AVE
I-395
MAINE
14TH ST BRIDGE
4TH
M ST
1ST
I-295
ANACOSTIA FREEWAY
P ST.
PENTAGON
FORT McNAIR
MEMORIAL
I-395
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NATIONAL AIRPORT
I-295
SUITLAND PARKWAY
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